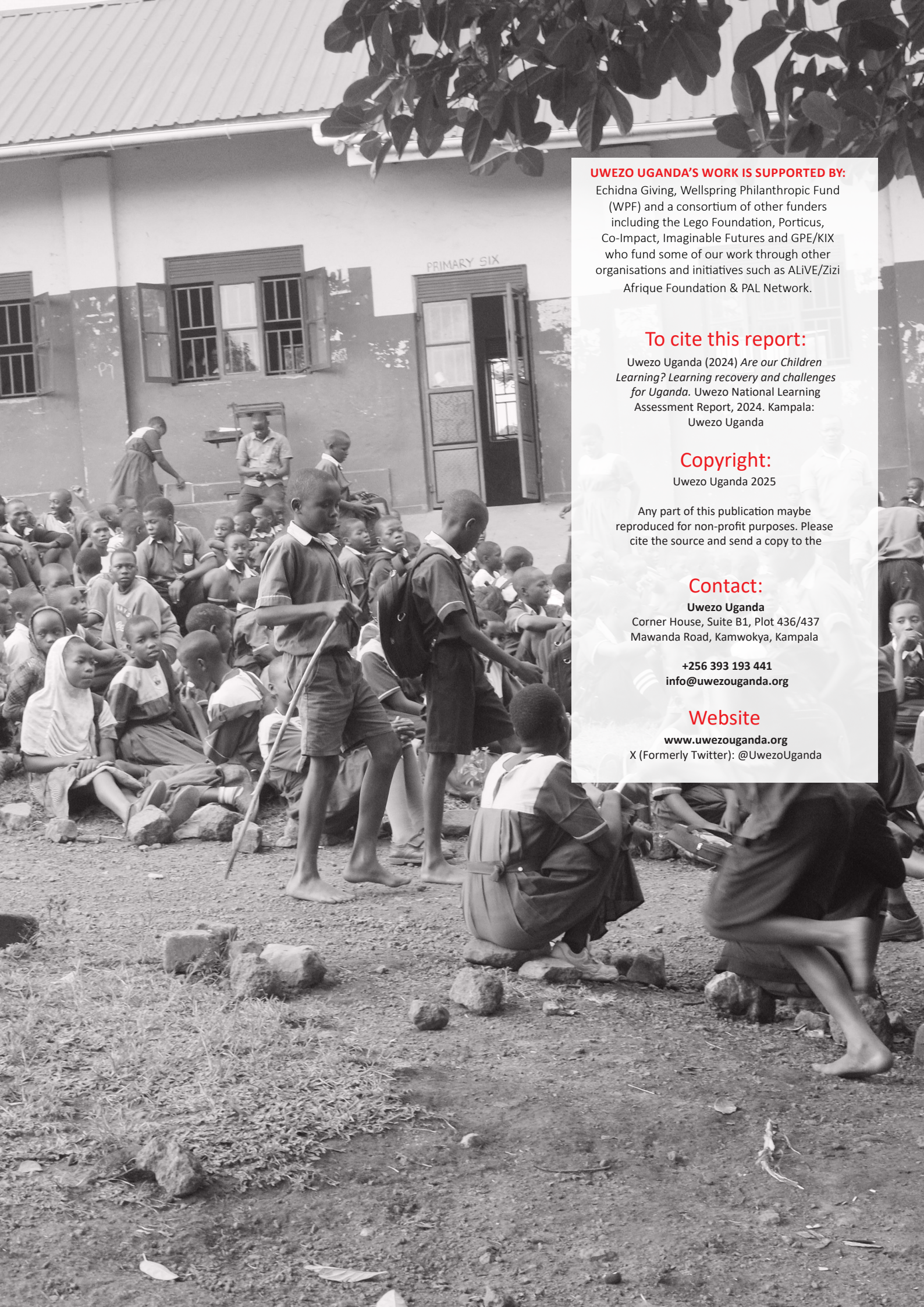
ARE OUR CHILDREN LEARNING?

Learning Recovery and Challenges for Uganda

Uwezo Uganda National Learning Assessment Report, 2024

uwezo UGANDA



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ABBREVIATIONS

ALiVE:	Action for Life Skills and Values in East Africa
CLAs:	Citizen-led assessments
CSOs:	Civil society organisations
EAs:	Enumeration Areas
ECD:	Early Childhood Development
MoES	Ministry of Education and Sports
GPE/KIX:	Global Partnership for Education /Knowledge and Innovation Exchange
MOS:	Measure of Size
NCDC:	National Curriculum Development Centre
PAL Network:	People's Action for Learning Network
PE:	Physical Education
PLE:	Primary Leaving Examination
PPS:	Probabilities proportional to size
PTA:	Parent-Teacher Association
PTR:	Pupil-teacher ratio
RELI Africa:	Regional Education Learning Initiative - Africa
SMC:	School Management Committee
UCE:	Uganda Certificate of Education
VACIS:	Violence Against Children in Schools
WPF:	Wellspring Philanthropic Fund

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We acknowledge the invaluable efforts of our test development panelists and curriculum specialists. Their expertise has over the years guaranteed that our literacy and numeracy assessment tasks are precisely tailored to the appropriate level and maintained high quality.

Our gratitude extends to the Heads and District Coordinators of the 29 Uwezo District Partner organisations for their tireless assistance in recruiting and training volunteers, attending trainings, coordinating the assessment and enabling entry into the districts, villages and households. The team of 12 trainers deserves special mention for their support in coordinating the training of volunteers and helping in quality assuring the assessment process.

We are profoundly grateful to the 839 committed Uwezo volunteers and 29 diligent Village Coordinators who journeyed to 8,608 households and assessed 21,057 children across 435 villages to gain an understanding of their learning outcomes and learning conditions. Our sincere appreciation goes to the head teachers of the 435 primary schools and the Local Council leaders of the villages we explored, who generously permitted us access to their domains. We extend our warm thanks to the household heads who opened their homes to us and allowed us to connect with their children.

We are also indebted to Echidna Giving, Wellspring Philanthropic Fund (WPF) and a consortium of other funders including the Lego Foundation, Porticus, Co-Impact, Imaginable Futures and GPE/KIX who fund some of our work through other initiatives such as the People's Action for Learning (PAL) Network, the Regional Education Learning Initiative Africa (RELI Africa), Action for Life Skills and Values in East Africa (ALiVE) / Zizi Afrique Foundation, whose support has allowed us to undertake our assessment and research with the depth it deserves.
We also wish to thank our colleagues and peers who are members of RELI, PAL Network and ALiVE, and other partners such as Kyambogo University, Muteesa I Royal University and Twaweza East Africa, among others, for their collaborative spirit, thoughtful discussions, and willingness to share knowledge and resources. Their perspectives have always enriched our analysis and kept us motivated.

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While we are deeply grateful for the support of all mentioned above, we underscore that the responsibility for this assessment report rests entirely with us. The perspectives and conclusions presented herein reflect our own analysis and do not necessarily represent the views of those who have supported us.

With heartfelt gratitude,

Mary Goretti Nakabugo, PhD
Executive Director
Uwezo Uganda
March, 2025

FOREWORD

This report represents the latest of a series of Uwezo national learning assessments of children's basic reading and numeracy skills in Uganda, carried out since 2010. The assessment was conducted in July-August 2024, using the same methods as previous assessments to a large extent but with an improved method of classifying numeracy levels. The survey of primary schools which accompanies the main assessment was also structured in the same way as those of 2021 and 2018.

The report shows divergent trends for children's literacy and numeracy. Reading levels in the upper primary classes are lower than in 2021 and may reflect the long-term impact of the school closures of 2020-21. However, the numeracy levels are generally higher than in 2021, despite the closures.

The staffing and other resources of primary schools, especially in the public sector, have remained unimproved. Consequently, some of our recommendations for educational provision are very similar to the ones we made in 2021. We recognise that the task of national economic recovery from the Covid-19 pandemic has been challenging: but human capital formation, a major national concern, is strongly influenced by the early stages of education. National cohesion, too, would benefit from a more balanced provision of basic education.

Professor James Albert Lutalo-Bosa
Chair, Board of Directors
Uwezo Uganda

5 Key Facts About Children's Learning in Uganda

FACT 1

Nationally, learning outcomes have stagnated or regressed

P3 pupils who could read and comprehend a P2 level English and local language story

2024 1/10 | 1/10 2021

P3-7 pupils who could read and comprehend a P2 level story in local language

2024 2/10 | 3/10 2021

P7 pupils who could read and comprehend a P2 level story in local language

2024 51.1% | 68% 2021

P3-7 pupils who could read & comprehend a P2 level English story & do tasks involving all four arithmetic operations

2024 2/10 | 3/10 2021

P7 pupils who had not yet achieved a P2 level competence in English

2024 23.2% | 11.3% 2021

FACT 2

Learning outcomes have slightly improved in some instances since 2021, especially for numeracy

P3-7 children who could do tasks involving all four arithmetic operations (6/10 vs 5/10)

2024 2021

P3 children who could do tasks involving all arithmetic operations (3/10 vs 2/10)

2024 2021

Children aged 10 years who could complete tasks involving all four arithmetic operations (3/10 vs 2/10)

2024 2021

Children in P3 who could recognise mathematical numbers, 0-99 (All vs 9/10)

2024 2021

Proportion of non-readers in English (1/10 vs 3/10)

2024 2021

proportion of non-readers in local language

2024 48.8%

2021 54.5%

FACT 3

Few children are acquiring competences typically expected for their age

	2024	2021
children aged 10 who could read and comprehend a P2-level English story	14.3%	15.8%
children aged 10 who could read and comprehend a P2-level local language story	7.3%	11.2%

FACT 4

There are signs of a gradual recovery from the consequences of the Covid-19 pandemic-related school closures

	2024	2021
children aged 5 who were able to recognise letters of the English alphabet	3/10	2/10
children in P3 could read in English above the 'word' level	18.5%	22.4%
P3 children who could read above word level in local language	14%	16.5%

FACT 5

There are major variations in learning outcomes by region, sex of the child and pre-school experience

Girls consistently lead over boys, in reading words in English in all regions, except in the Northern Region.

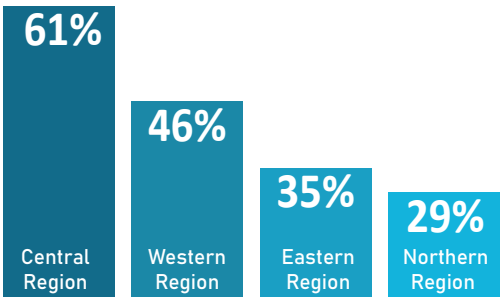
	Boys	Girls
Central Region	58%	63%
Eastern Region	31%	38%
Western Region	43%	48%
Northern Region	29%	28%

P3-P7 reading competence in English

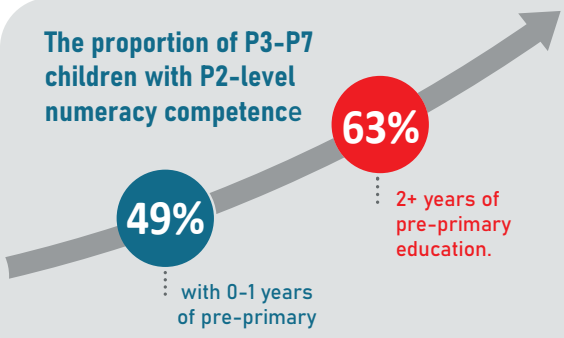
38% 2+ years of pre-primary education.

18% with 0-1 years of pre-primary

Children aged 4-16 29% who were able to read words in English



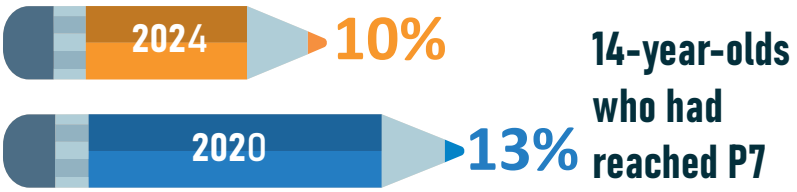
The proportion of P3-P7 children with P2-level numeracy competence



5 Key Facts on the Context of **Learning in Uganda**

FACT 1

The challenge of overage learners in primary education persists and has escalated since 2020.



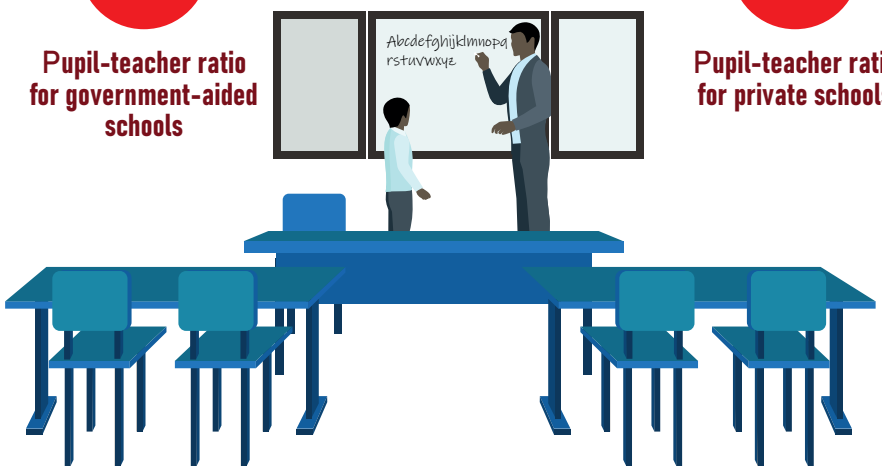
14-year-olds who had reached P7

FACT 2

There are extreme constraints in staffing levels and school resources by school type and region

52:1
Pupil-teacher ratio for government-aided schools

21:1
Pupil-teacher ratio for private schools



12.8% teachers in government-aided schools are paid for privately from fees

51.7% of teachers in Central Region are paid from fees.

79:1 pupil-teacher-ratio (PTR) for the Northern Region

34:1 for the Central Region

10% The overall untrained teachers teaching in primary schools.

7.4% untrained teaches in government-aided schools.

20.5% in private schools

25.9% in community schools

1:33 The pupil-textbook ratio for local language in P2 classrooms

27.2% P2 classrooms reported to have no local language textbooks at all.

23% of primary schools had access to the Internet

FACT 3

Key management and governance bodies are in place in most primary schools but improvements are still needed in some aspects, especially the inclusion of women

% having School Management Committees (SMC)		% having Parent-Teacher Associations (PTAs)	
99%	Government-aided schools	95%	government-aided and community schools
98%	Private schools	61%	Private schools

4 out of 12
women SMC members in government-aided schools

13.7%
of SMC chairpersons

5.5%
of PTA chairpersons are women

31%
head teachers are women

31%
head teachers are serving in 'acting' capacity

FACT 4

Nurturing values and life skills as part of children's early learning is equally important

48%
Stealing reported in surveyed primary schools as one of the common types of child indiscipline

44.7%
escaping from school

17.9%
dishonesty

41%
fighting / violence

26.3%
telling lies

FACT 5

Corporal punishment is still widely used in primary schools (and households)

70% schools reported using corporal punishment

85% Households reported corporal punishment



INTRODUCTION

UWEZO NATIONAL ASSESSMENTS

This report presents and discusses the main findings from the 2024 Uwezo National Learning Assessment of children's basic literacy and numeracy in Uganda, which was conducted in July-August 2024. Uwezo's national assessments in Uganda have recently been conducted at three-year intervals and the three previous assessments date from 2021, 2018 and 2015. *Uwezo Uganda* has been an independent organisation since 2019: but before that the assessments were conducted by Uwezo as a programme of *Twaweza East Africa*. Uwezo is a Swahili word meaning 'capability'.

Uwezo Uganda is a member of the *People's Action for Learning (PAL) Network,* a south-south partnership of 17-member organisations working to promote children's foundational learning across Africa, Asia, and America. PAL Network members conduct citizen-led assessments (CLAs) and learning intervention programmes (action) aimed at improving learning outcomes. While retaining major features of earlier national assessments, we incorporate some improvements and some new areas of enquiry in this national assessment. With national assessments of literacy and numeracy as a core activity, Uwezo Uganda engages in various other assessment (such as assessment of life skills and values), research, engagement and influencing in support of quality education for all.

Uwezo Assessments involve a wide engagement of civil society in the assessment process. At the district level, many civil society organisations (CSOs) assist us in the recruitment, training and coordination of citizen volunteers (see Annex I (d) for Uwezo Uganda 2024 National Learning Assessment District Partners). These volunteers carry out the assessment and survey work by visiting households and schools. The same CSOs work with us in the dissemination of findings and in advocacy.

THE CONTEXT OF THE 2024 ASSESSMENT

Uganda's education system, like many others globally, is still in a period of recovery from the Covid-19 pandemic and the school closures that accompanied it. Children now enrolled in the upper grades of primary education missed long periods of school attendance in 2020-21, which were only partially mitigated by opportunities for home-based learning. As this report shows, their average levels of reading, whether in English or in a local language, are below those of upper primary learners in 2021, probably as a long-term effect of that reduced attendance. As a consolation, we find some improved levels of numeracy.

Basic education in Uganda continues to be delivered with insufficient public funding and with shortages of teachers and of other essential resources. As usual, we present findings about key aspects of provision from the survey of primary schools that accompanies the assessment and survey of children. But we also give attention to some areas where the efforts of households and local communities have made a difference: for example, we look into the effects of pre-primary attendance and into the support that families provide for learning at home.

THE AIMS OF THE REPORT

The report has the following general aims:

1. *To provide an overview of the educational statuses, by age, of children aged 4 to 16, including those who are not in school at all.*
2. *To monitor children's levels of reading, in English and local languages, and their levels of numeracy, by grade in Primary classes 3 to 7 (P3-P7).*
3. *To monitor children's levels of reading, in English and local languages, and their levels of numeracy, by age (4-16).*
4. *To illustrate, by simple methods, selected characteristics of individuals, households, schools and locations that are associated with differences of learning outcomes.*
5. *To review the resources and practices of primary schools, as observed at the time of the assessment.*



ASSESSMENT METHODOLOGY

THE ASSESSMENT AND SURVEYS

Trained volunteers recruited from the surveyed Enumeration Areas (456 males and 383 females - 839 volunteers in total) visited selected households, assessed all the available children aged 4-16 in each household and obtained relevant background information about the children and the household. Relevant information was obtained from the children themselves and some from the household head or another adult representative. The volunteers also met local council leaders to carry out a survey of the Enumeration Areas (EAs) in which the households were located and met head teachers for a survey of one primary school per EA. The school selected was the one that enrolled the most children from the EA. The work produced four data sets: on children, households, EAs and schools, with potential to be used in combination.

SAMPLING

The sampling procedure makes use of the framework of the 2014 Uganda Population and Housing Census but also takes into account the creation of new districts and city units. The primary sampling units for the assessment of reading in English and numeracy are 29 districts and cities, from a national total of 147. These units are drawn from all of the 15 statistical sub-regions of Uganda and were selected with probabilities proportional to size (PPS), using the population aged 4-16 as the measure of size, with implicit stratification by sub-region. EAs with larger numbers of households had a greater chance of being selected. Within each district 15 EAs were selected by PPS, using the number of households as the measure of size. Twenty households per EA were then targeted for the assessment of children. It was decided, in 2024, to use the same districts and EAs that had been selected for the 2021 Assessment. However, within the EAs, new selections of households were made with the help of up-to-date household listings.

For the assessment of reading in local languages, the sample is limited to 12 of the 29 districts and cities selected. This assessment was conducted in four languages that are widely used: Leblango in two districts, Luganda in three districts, Lusoga in three districts and Runyankore-Rukiga in four districts. The districts give some representation to the four major regions of Uganda. The same districts were selected as in the 2021 assessment.

The procedures described yielded a main sample of 21,057 children (10,742 boys and 10,315 girls), used to report educational statuses by age (Findings, Part I) and levels of English reading and numeracy by age (Part III). All these children were assessed in both fields. They were clustered in 8,608 households, out of a target

of 8,700. Within the main sample, a sub-sample of 8,707 children(4,365 boys and 4,342 girls) enrolled in Primary Grades 3 to 7 (P3-P7) was used to report levels of English reading and numeracy by grade (Part II). For reading in local languages, sub-samples based on 12 districts only were used: 8,700 to report levels by age, and 3,513 (1,737 boys and 1,776 girls) to report levels by grade in P3-P7. These samples reflect very high response rates, better than those of 2021.

The effective sample of primary schools (with complete primary class registers) is 410 schools out of a target of 435 (94%). For most purposes the analysis uses data from primary sections only, excluding the nursery sections.

THE SURVEY INSTRUMENTS AND LITERACY AND NUMERACY ASSESSMENT TOOLS

Data was collected at enumeration area, school, household and child levels using a structured survey tool. The tool was an adaptation of the survey tool we developed for previous learning assessments, with some improvements. Some items relevant to the Covid-19 context such as questions on re-enrolment and home-based learning were added to the tool. The 2024 survey tool can be accessed at: *https://uwezouganda.org/download/Uwezo2024SurveyTool.pdf*

Each child aged 4-16 in each of the surveyed households was assessed in basic reading and numeracy. The English literacy and numeracy items used in the assessment were a product of a previous carefully designed process of test development, resulting in samples of assessment items with the same level of difficulty for each subject. They were similar to those we developed and used in previous assessments, for comparison purposes.

We partnered with a team of test developers, supported by experts from the National Curriculum Development Centre (NCDC) to go through our existing assessment item bank to compile the tools used in the 2024 assessment. For all our previous assessment tasks, the Uganda Primary 2 curriculum (Ministry of Education, Science, Technology and Sport, 2006) has been referenced in their development, and they have been extensively pre-tested in both rural and urban areas.

Samples of the assessment tasks can be accessed at:
https://uwezouganda.org/download/Uwezo%202024%20Assessment%20Pack%20English-Leb%20lango%20&%20Numeracy.pdf

The actual assessment was conducted by groups of volunteers (30 per district) with a minimum qualification of a Uganda Certificate of Education (UCE), who were recruited and jointly trained by district-based CSOs (one CSO per district) that are partnering with Uwezo Uganda.

FINDINGS

The analysis and presentation of findings is divided into five parts. Part I provides a background by showing how the children assessed are distributed by age and by educational status in Uganda as a whole and describing the main categories of out-of-school children. It also presents the reasons some children give for not returning to school in 2022 after the Covid-19-related closures and shows how certain disabilities are represented in the out-of-school categories. Part II reports on the performance by grade, of children enrolled in Primary Grades 3 to 7 (P3-P7), on P2-level tasks of reading in English, numeracy, and reading in a local language. Part III reports on the performance of all children assessed (ages 4-16), by age cohort, on the same tasks. Part IV selectively illustrates variations in the levels of reading and numeracy according to differences between locations, households and schools and in pre-primary experience. Part V reports on our survey of primary school practices and resources, which accompanied the main assessment and survey of children.

PART I. OVERVIEW OF PARTICIPATION IN BASIC EDUCATION

A. SCHOOLING STATUS BY AGE

We begin by reporting the grade levels and other educational statuses of the selected population, children aged 4-16. The sample consists of 21,057 children aged 4-16 years who were assessed across the 29 districts: the same sample as for Part III, where learning levels by age are reported. Table 1 shows the distribution of children, by grade level (i.e. class) and non-enrolment, for each single-year age group, while Table 2 shows in more detail the statuses of the non-enrolled children. The percentages in these tables are weighted to give national estimates. As the sample was household-based and did not include children who resided in institutions such as children's homes, orphanages, or boarding schools/institutions, the higher age groups may be slightly under-represented.

TABLE 1. FORMAL EDUCATION STATUS BY AGE: NATIONAL ESTIMATES (PERCENTAGES)

Child age	ECE Baby	ECE Middle	ECE Top	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	NE	Total
4	38.5	17.9	4.0	6.0	0.2										33.4	100.0
5	19.2	24.5	19.7	16.9											19.6	100.0
6	7.2	11.5	25.6	38.2	5.5	0.7									11.3	100.0
7	2.6	5.0	14.8	48.7	20.8	2.9	0.2								5.2	100.0
8	1.4	2.4	7.3	32.6	35.8	13.4	1.2	0.4	0.1						5.4	100.0
9	0.5	0.2	3.2	22.1	36.9	26.9	6.0	0.6	0.0						3.6	100.0
10	0.1	0.3	1.3	9.3	25.3	36.2	19.1	3.9	0.4	0.2					3.7	100.0
11	0.1		0.4	2.0	14.5	33.4	28.2	13.1	3.9	0.9					3.4	100.0
12	0.0		0.1	2.5	9.5	23.5	29.4	20.0	7.6	2.8	0.4				4.2	100.0
13	0.2		0.1	0.3	3.9	16.1	27.3	26.2	14.1	5.2	2.0	0.4			4.1	100.0
14			0.0	0.7	1.5	6.3	23.6	21.4	19.2	10.3	7.4	1.8	0.4		7.2	100.0
15				0.1	0.5	3.1	7.6	16.6	22.2	14.6	11.9	8.3	1.7	0.2	13.3	100.0
16					0.5	1.1	6.2	10.8	16.9	14.3	9.3	11.4	6.8	1.8	20.9	100.0
Total	5.8	5.2	6.5	15.2	12.8	13.1	11.3	8.0	5.4	3.0	1.8	1.2	0.5	0.1	10.1	100.0

Sample size = 21,057

Over-age learners Under-age learners

The distribution by grade level reflects some long-term effects of the Covid-19-related school closures of 2020-21, which tended to delay progression through primary education, especially for the younger pupils then who are now in the upper primary grades. Thus, for example, only 10% of 14-year-olds have reached P7, compared to 13% in 2020, though the proportions for ages 15-16 are quite similar.

The statistics for the lower grades are rather more encouraging, with a larger proportion of eight-year-olds having reached P2, for example (36% compared to 28% in 2020 and 32% in 2018). They also show the renewed popularity of pre-primary education. About 62% of children aged 4-5 are now attending pre-primary institutions, down from 75% in 2020 (see Annex II): but a larger proportion of those aged 6 is attending both Top Class and P1. These are signs of recovery from the pandemic.

The dark blue and light blue shading in Table 1 shows the large proportions of over-age (dark blue) pupils and generally small proportions of under-age (light blue) pupils. We note that many children aged five are still being admitted into P1 when they should be attending Early Childhood Development (ECD) centres / Nursery Schools.

OUT-OF-SCHOOL CHILDREN

Table 2 gives further details about out-of-school children, who number 2,002 (1,054 boys and 948 girls) within the sample. The proportion of those who had never enrolled is very small above the age of eight and the most notable element is the dropouts, who rose to 14% for age 16. The number entering non-formal education programmes is very small (just 140 cases in the sample).

TABLE 2. NON-ENROLLED CATEGORIES BY AGE: NATIONAL ESTIMATES (PERCENTAGES)

Child age	Completed P7	Completed S4	Non-formal ed	Never enrolled	Dropped out	Enrolled (ECE-S4)	Total
4			2.3	30.6	0.5	66.6	100.0
5			2.0	16.7	0.9	80.4	100.0
6			0.5	9.7	1.1	88.7	100.0
7			0.5	4.0	0.7	94.8	100.0
8			0.3	4.3	0.8	94.6	100.0
9			0.1	1.8	1.6	96.4	100.0
10			0.2	2.5	1.1	96.3	100.0
11			0.3	1.0	2.1	96.6	100.0
12			0.1	2.1	2.0	95.8	100.0
13	0.1		0.4	1.3	2.4	95.9	100.0
14	0.4	0.1	0.4	1.5	4.8	92.8	100.0
15	0.7	0.2	0.8	3.1	8.6	86.7	100.0
16	2.7	0.2	0.7	3.3	13.9	79.1	100.0
Total	0.2	0.0	0.7	6.6	2.6	89.9	100.0

Sample size = 21,057

Under-age completion (if true)

Our assessment survey obtained further data on the reasons why some children did not return to school after schools had been re-opened in 2022. The responses are summarised in Table 3. Among those who were old enough to be in primary education, the reasons given most frequently were (1) the cost of school requirements, (2) lack of interest in attending school, (3) the need for them to work at home or on the farm, (4) poor health and (5) entry to paid employment. The numbers mentioning childbirth or disability were, however, very few in comparison.

This pattern of responses is very similar to that which was obtained in 2021 with reference to return to school after the first lockdown, except that on that occasion fear of the Covid-19 virus was the most frequent reason then but is now rarely given as a reason.

TABLE 3. REASONS GIVEN FOR NOT RETURNING TO SCHOOL IN 2022

REASONS (IN ORDER OF FREQUENCY)	PERCENTAGE (WEIGHTED)
Was not yet of school age	77.6
High cost of school requirements	9.2
Not interested in school	6.2
Needed for work at home or on the farm	2.9
Poor health	1.9
Paid employment	1.0
No reason given	0.5
Disability, no suitable school within reach	0.2
Death in the family	0.1
Fear of Covid re-occurrence	0.1
Pregnancy or childbirth	0.1
Schools are too far away	0.1
Various other, less frequent	0.1
Total	**100.0**

Sample size = 7,142

PARTICIPATION BY CHILDREN WITH DISABILITIES

As in previous assessments, the first four of the shorter *Washington Group Questions on Disability*[1] were used to find out, from parents, whether a child had any difficulty with vision, hearing, walking or climbing and memory or concentration. We then examined the relationship of such difficulties with representation in the enrolled and non-enrolled categories of the population aged 4-16 (see Table 4).

TABLE 4. PROPORTIONS OF CHILDREN AGED 4-16 WITH SELECTED DISABILITIES: NATIONAL ESTIMATES

TYPE OF DISABILITY	IN THE GENERAL POPULATION (%)	AMONG P7 SCHOOL LEAVERS (%)	AMONG THOSE IN NON-FORMAL EDUCATION (%)	AMONG THOSE NEVER ENROLLED (%)	AMONG THOSE WHO HAD DROPPED OUT (%)
Vision difficulty	2.2	1.3	6.8	2.2	2.7
Hearing difficulty	2.4	10.5	6.8	3.3	3.1
Walking difficulty	1.6	4.8	4.2	2.1	2.5
Memory difficulty	5.5	7.1	13.5	5.0	5.8

Sample size = 21,057

It is of interest that children with such difficulties have a strong representation among those who are in non-formal educational programmes (see Table 4). This is an encouraging development – and it would be desirable to establish which programmes they have been joining. However, these groups, except for those with vision difficulties are also strongly represented among P7 leavers who have not been able to continue their education. It should be noted that the numbers of children in the sample, with the selected disabilities are too small to make any further comments on this matter.

1 *https://asiapacific.unfpa.org/sites/default/files/pub-pdf/wgq.v4.2.pdf*

PART II: LEVELS OF READING AND NUMERACY BY GRADE IN P3-P7

This part of the report, shows how far children enrolled in grades P3 to P7 had achieved, or progressed towards, a P2 level of competence in reading and in numeracy. It also shows how the patterns of achievement, by grade, have changed between 2021 (our last assessment) and 2024. The English reading and numeracy findings are based on a sample of 8,707 children, from 29 districts. The findings for local language reading are based on a smaller sample: 3,513 children from 12 districts. They are limited to four local languages: Leblango, Luganda, Lusoga and Runyankore-Rukiga. The national estimates from the larger sample are more precise (see Annex III). At the end of Part II the proportions of learners who had achieved P2 competence both in English reading and in numeracy are shown.

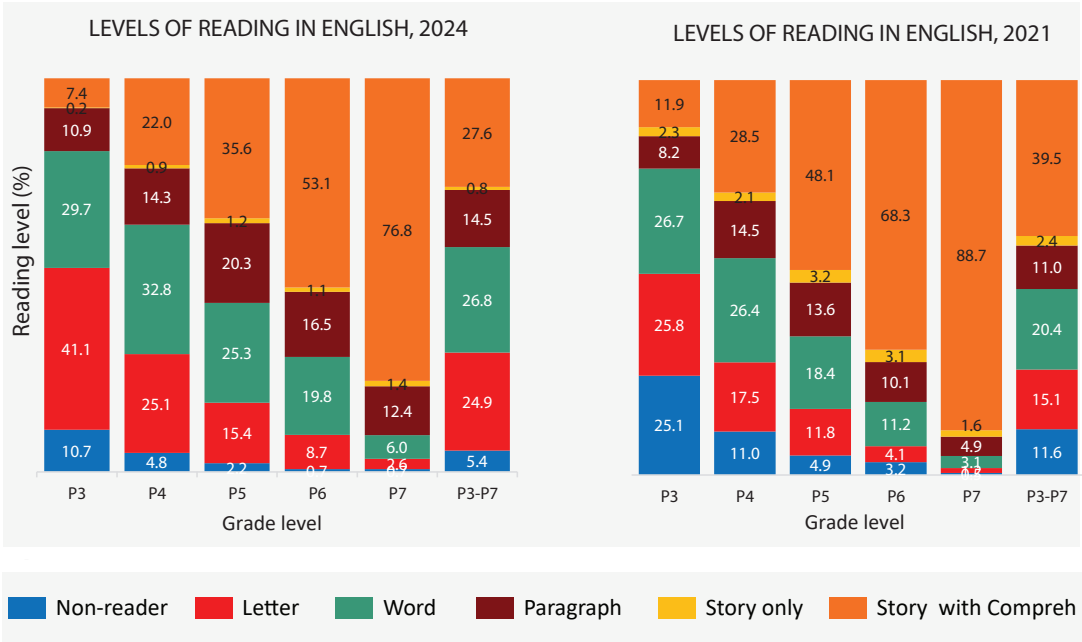
A. THE LEVELS OF READING IN ENGLISH

Figure 1 shows the proportions of learners at six different levels of reading achievement in English, in 2024 and 2021 (see Uwezo Uganda, 2021). In 2024 just three-quarters of P7 learners had achieved full reading competence at P2 level, defined as the ability to read and comprehend a short story. About one-quarter of P7 learners were able to read words but not a short paragraph.

A close comparison of the levels achieved in 2024 and 2021 shows that the 2024 achievement included a smaller proportion of non-readers in P3 but was lower in P4-P7 and overall. These differences seem to show the effects of the school closures in 2020-21 to some extent. At that time many of the present P4-P7 learners were limited to home-based learning activities for nearly two years. The present P3 children had missed some pre-primary education, perhaps with less effect in the long term.

The P3 levels are still far from satisfactory, however, as learners need to be prepared for the transition to English-medium teaching and learning in P4.

FIGURE 1: LEVEL OF ENGLISH-READING ACHIEVEMENT BY GRADE IN 2024 ALONGSIDE THAT OF 2021



B. THE LEVELS OF NUMERACY

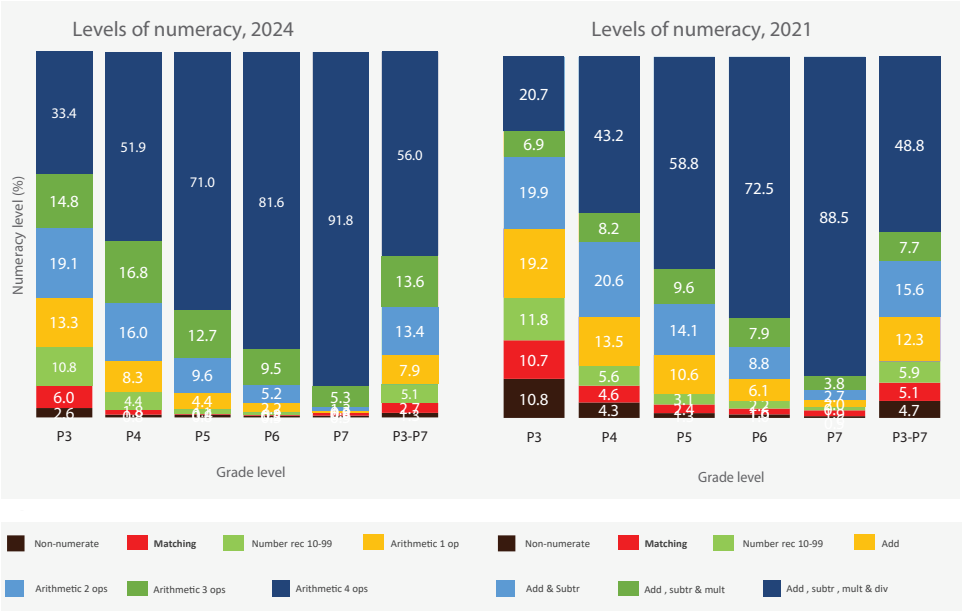
In this assessment, the measurement of numeracy was enhanced by treating the four arithmetic operations as overlapping skills that are acquired concurrently to some extent, rather than treating them as a hierarchy. Thus, children who were successful at number recognition attempted all the arithmetic tasks, even if they failed at some of them. The assessment places the children according to the number of types of arithmetic operation – addition, subtraction, multiplication and division – that they perform successfully, allowing any combination.

The criterion of full numeracy competence at P2 level remains the successful performance of all four arithmetic operations up to the highest level – 'division' level – as with previous assessments. In other words, the placement 'Arithmetic 4' in 2024 is equivalent to 'Division' in 2021. The lower arithmetic placements are not equivalent, but 'number recognition' and 'matching' are still measured in the same way.

The new measurement is more aligned to the way children learn and allows for direct comparison between performance on the tasks that used mathematical symbols in the main numeracy assessment and performance on the verbal tasks given to all children as 'ethno-maths' or application tasks. The data illustrates children's ability to link their practical experience of size and numbers with verbal and other symbolic representations of quantity.

Figure 2 shows the main numeracy achievement in 2024 alongside that of 2021. In contrast with the reading assessments, the comparison shows a clear improvement in the rate of full competence, as well as a reduction in the three lowest levels of achievement. One factor that may have contributed to this difference is the slightly older age profile of the upper primary grades, numeracy being more closely associated with age than is literacy. But the difference may also reflect the long-term influence of pre-primary education and the increased attention being given to numeracy by the educational authorities and management.

FIGURE 2: LEVEL OF NUMERACY ACHIEVEMENT BY GRADE IN 2024 ALONGSIDE THAT OF 2021 (PERCENTAGES)



For these higher-grade levels, generally similar rates of full P2 competence (Arithmetic 4) were found for numeracy tasks that used mathematical symbols and numeracy in verbal word problems involving whole numbers (ethno-maths/application tasks), as shown in Table 5. The comparison helps to confirm the validity of the numeracy measurement.

TABLE 5. RATES OF FULL P2 NUMERACY COMPETENCE BY GRADE AND BY TYPE OF TASK, IN P3-P7

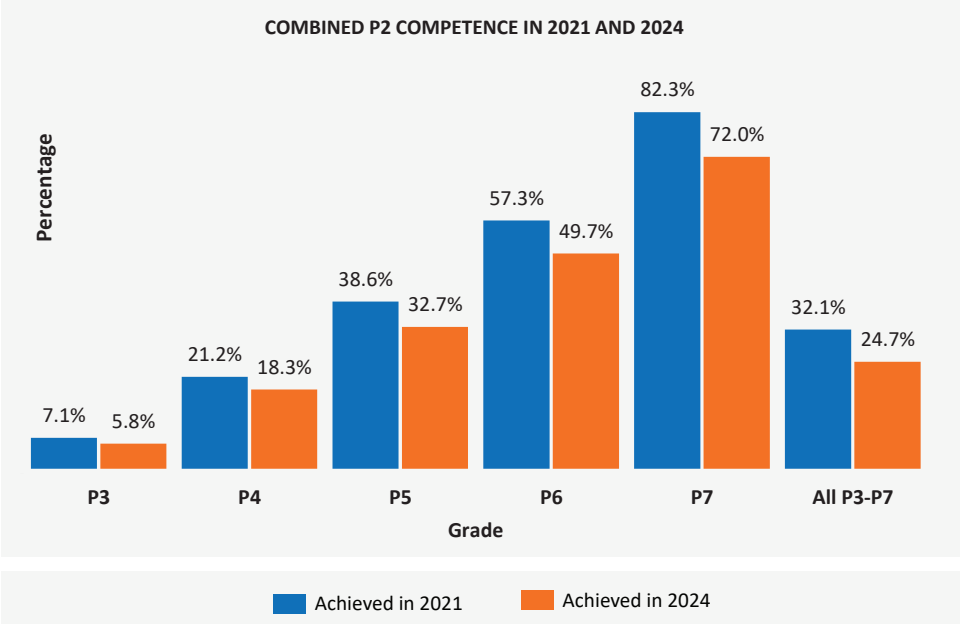
TYPE OF TASK:	GRADE LEVEL					
	P3	P4	P5	P6	P7	All P3-P7
Mathematical symbols	33.4	51.9	71.0	81.6	91.8	56.0
Verbal/word problems	34.2	52.5	65.0	77.6	88.2	54.5

Sample size = 8,707

C. COMBINED ENGLISH READING AND NUMERACY COMPETENCE

A summary measure of interest is the proportion of learners in P3-P7 who have achieved Primary Grade 2 competence both in English reading and in numeracy, being able to read a short story with comprehension and perform all four types of arithmetic operation. Figure 3 shows the percentages in 2024 alongside those of 2021. Annex IV shows a list of the assessed districts with rates of combined competence for P3-P7.

FIGURE 3. RATES OF COMBINED ENGLISH READING AND NUMERACY COMPETENCE

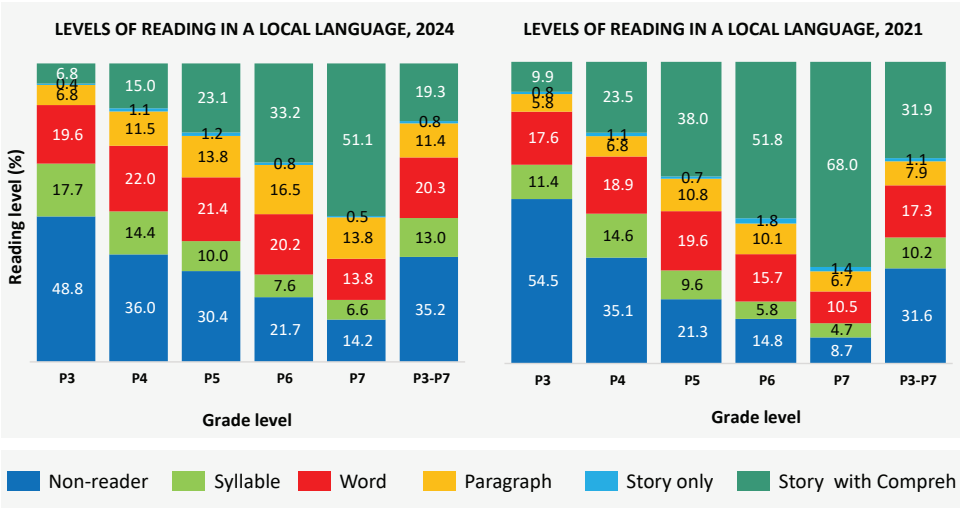


The 2024 rates of combined competence are lower than those for 2021 because of the lower achievement in reading. However, the sample size was smaller in 2021, in the adverse circumstances of the Covid-19 pandemic and school closures.

D. THE LEVELS OF READING IN LOCAL LANGUAGES

As Figure 4 shows, the levels of reading in local languages were generally and markedly poorer in 2024 than in 2021. The rate of full P2 competence (reading and comprehending a short story) in P7 is down from 68% to 51%. The only aspect of the 2024 performance to show improvement is that the proportion of non-readers in P3 is smaller.

FIGURE 4: LEVEL OF LOCAL LANGUAGE-READING ACHIEVEMENT BY GRADE IN 2024 ALONGSIDE THAT OF 2021



It is likely that the learning of local languages has been adversely affected by the same factors as the learning of English. In addition, the circumstances of the school closures and home-based learning may have caused the local languages to be given a lower priority than normal. Attitudes are influenced by the fact that literacy in a local language, although mandated by the curriculum, is not a requirement for the Primary Leaving Examination (PLE).

As with previous assessments, the levels of literacy were considerably higher in Luganda and in Runyankore-Rukiga than in the other two languages selected for assessment. Table 6 shows the rates of full P2 competence (reading and comprehending a short story) in the four languages, for P3-P7 learners as a whole, in 2024 and 2021. But it should be borne in mind that learning outcomes in general are higher in the sub-regions where there is less poverty, including those where Luganda and Runyankore-Rukiga are most widely spoken.

TABLE 6. RATES OF FULL P2 COMPETENCE IN LOCAL LANGUAGE READING, FOR P3-P7, BY LANGUAGE TESTED

TEST LANGUAGE	PERCENTAGE IN 2024	PERCENTAGE IN 2021
Leblango	10.5	23.4
Luganda	30.5	50.6
Lusoga	7.3	13.1
Runyankore-Rukiga	29.2	40.3
Total	**19.3**	**31.9**

PART III. LEVELS OF READING AND NUMERACY BY AGE

The levels of achievement by age that are presented here cover the whole age range from 4 to 16: the sample includes all children assessed, whether they were enrolled or not. Many of those aged six or below were enrolled in pre-primary institutions and a few of those aged 14 or more were in secondary education. The distribution of achievement by age is an objective indicator of educational benefits and shows how far children are reaching the levels intended for their age.

In Tables 7, 8 and 9, cells are colour-coded to show the proportions that are performing above expectations (green) and below expectations (yellow and orange) in relation to their age. Children who are progressing and performing according to the objectives of the curriculum have achieved a P2 level of competence in reading and numeracy by the time they are eight or nine years old (the intended ages for P3). The vocabulary and sentence structures in the assessment are at a simple level and the arithmetic tasks do not require carrying or borrowing.

Comparison of the English reading achievement by age (Table 7) with that of 2021 confirms that the decline affected the older children more than the younger ones. Smaller proportions of those aged 11 and above achieved full P2 competence; on the other hand, larger proportions of those aged 8-10 reached the Word level (see Uwezo Uganda, 2021. P. 13).

TABLE 7. LEVELS OF READING IN ENGLISH, BY AGE (PERCENTAGES)

AGE	NON-READER	LETTER	WORD	PARAGRAPH	STORY ONLY	STORY WITH COMPR.	TOTAL
4	75.3	21.7	2.9			0.1	100.0
5	60.3	32.7	6.6	0.1	0.1	0.1	100.0
6	47.5	38.2	11.5	1.2		1.6	100.0
7	35.4	41.2	17.8	3.0	0.2	2.5	100.0
8	28.7	39.8	19.7	6.0	0.0	5.7	100.0
9	21.6	40.7	22.3	7.4	0.1	7.8	100.0
10	17.3	35.2	24.0	8.8	0.5	14.3	100.0
11	11.7	28.6	25.6	10.2	0.5	23.2	100.0
12	11.2	25.4	25.9	12.0	0.3	25.2	100.0
13	7.4	23.6	24.6	14.6	0.9	29.0	100.0
14	6.9	19.7	23.8	14.3	0.8	34.5	100.0
15	7.1	13.5	18.0	12.9	0.5	48.0	100.0
16	7.7	11.6	15.8	13.1	2.1	49.8	100.0
All, 4-16	27.7	29.8	18.3	7.5	0.4	16.3	100.0

Sample size = 21,057

Very delayed learning (more than 2 years behind expected level) | Delayed learning | Excellent progress

Overall, Table 7 indicates that only a few children are reaching the reading levels intended for their age. For example, approximately 1 out of 10 (14.3%) children aged 10 years could read and comprehend an P2 level English story, down from 2 out 10 (15.8%) 10-year old children in 2021 (Uwezo Uganda 2022).

In numeracy (Table 8), the improved figures for matching and number recognition by children aged 4-6 suggest that pre-primary education was having more effect than in 2021. The proportions of older children (ages 8 upwards) achieving full P2 competence (Arithmetic 4) were consistently, but moderately, higher than in 2021 (see Uwezo Uganda, 2021, p. 14). Therefore, the change in age composition was not the only factor explaining the improvement.

TABLE 8. LEVELS OF NUMERACY, BY AGE (PERCENTAGES)

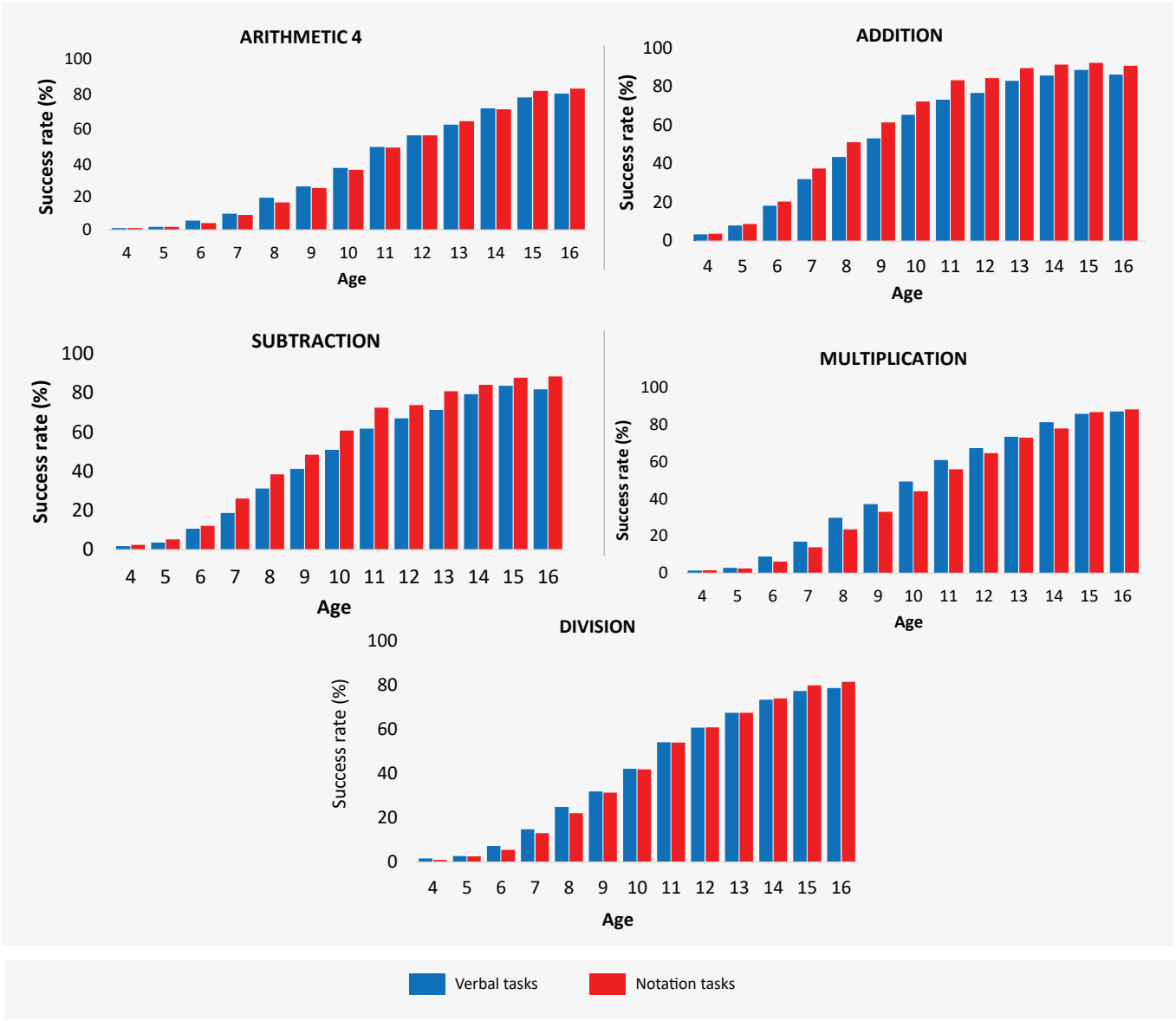
AGE	NON-NUM-ERATE	MATCH-ING	NUMBER RECOGN. 10-99	ARITH-METIC 1	ARITH-METIC 2	ARITH-METIC 3	ARITH-METIC 4	TOTAL
4	66.9	22.9	7.1	1.3	0.5	0.5	0.8	100.0
5	47.7	31.5	12.5	3.4	2.7	0.9	1.4	100.0
6	33.2	30.9	16.4	8.3	5.3	2.4	3.4	100.0
7	19.3	26.5	18.5	10.1	12.4	5.7	7.7	100.0
8	14.4	18.5	16.5	13.2	13.8	9.1	14.5	100.0
9	10.2	13.7	15.6	11.9	15.0	11.6	22.1	100.0
10	7.8	9.0	10.7	11.2	16.2	13.3	31.8	100.0
11	4.0	6.4	6.8	10.0	16.3	12.9	43.7	100.0
12	4.2	4.2	7.2	8.3	12.2	13.7	50.2	100.0
13	3.1	2.8	4.5	6.5	11.9	13.5	57.8	100.0
14	3.2	1.7	2.7	5.7	10.6	12.0	64.1	100.0
15	3.4	2.0	1.7	4.1	6.3	8.6	73.9	100.0
16	4.8	1.6	1.9	2.2	6.5	7.7	75.2	100.0
All, 4-16	**18.3%**	**14.3**	**10.1**	**7.7**	**10.1**	**8.5**	**31.1**	**100.0**

Sample size = 21,057

Very delayed learning (more than 2 years behind expected level) | Delayed learning | Excellent progress

An advantage of a household-based assessment is that verbal tasks in arithmetic can be presented orally, in a language that is familiar to the child, for comparison with tasks presented in notation (using mathematical symbols). Figure 5, provides a comparison of success rates, by age, for verbal word problems and tasks using mathematical symbols (notation). The success rates for Arithmetic 4 (mastery of all four operations) are shown first, followed by the success rates for each type of arithmetic operation.

FIGURE 5: COMPARISON OF SUCCESS RATES, BY AGE, FOR VERBAL AND NOTATION TASKS



The first chart in Figure 5 shows that, among the younger children (ages 5-11), a slightly higher proportion master all four arithmetic operations as verbal tasks than when they are given as notation tasks. But for older children the success rate is much the same for the verbal and notation tasks.

The other four charts show the underlying factors by comparing the success rates for each type of arithmetic operation. There is an interesting contrast between addition and subtraction, on the one hand, in which the success rates are consistently higher for notation tasks, and multiplication and division, in which they are higher for verbal tasks – especially for children aged 6-11.

The findings about multiplication and division are useful for pedagogy, as they suggest that in many cases children's verbal (and practical) understanding of the processes could be used as scaffolding to enable them to achieve earlier success in the notation tasks. However, we do not have a ready explanation for the relatively low success rates in verbal tasks of addition and subtraction. More parents and teachers could encourage mental arithmetic in practical contexts where its value is obvious to children. Our survey data suggests that about 60% of the children assessed were being given practical numerical tasks at home, by a parent or other relative.

Levels of local language reading by age (Table 9) show the same trends as the reading in English: but the decline affecting older children is sharper (see Uwezo Uganda, 2021, p. 15). Only about one-third of children have achieved P2 competence in reading a local language by the time they are 15 years old, whereas about half have done so in English.

TABLE 9. LEVELS OF READING IN LOCAL LANGUAGES, BY AGE (PERCENTAGES)

AGE	NON-READER	SYLLABLE	WORD	PARAGRAPH	STORY ONLY	STORY WITH COMPR.	TOTAL
4	94.3	4.7	0.9	0.1			100.0
5	85.5	10.8	3.3	0.2	0.2		100.0
6	77.7	14.7	6.5	0.9		0.2	100.0
7	73.5	15.1	9.8	0.6		1.1	100.0
8	60.8	20.8	11.2	3.8		3.4	100.0
9	59.5	19.1	14.0	3.2	0.1	4.2	100.0
10	51.8	15.9	16.6	7.7	0.8	7.3	100.0
11	42.8	17.5	18.1	8.2	0.7	12.7	100.0
12	38.7	16.7	19.7	9.8	0.5	14.6	100.0
13	35.6	13.2	20.5	10.9	0.7	19.1	100.0
14	31.1	7.7	21.4	12.8	0.9	26.1	100.0
15	28.0	6.8	15.3	14.4	0.6	35.0	100.0
16	24.4	7.5	18.3	14.0	0.6	35.3	100.0
All, 4-16	56.3%	13.6	13.2	6.1	0.4	10.5	100.0

Sample size = 21,057

Very delayed learning (more than 2 years behind expected level) | Delayed learning | Excellent progress

PART IV. SOME FACTORS ASSOCIATED WITH DIFFERENCES IN LEARNING OUTCOMES

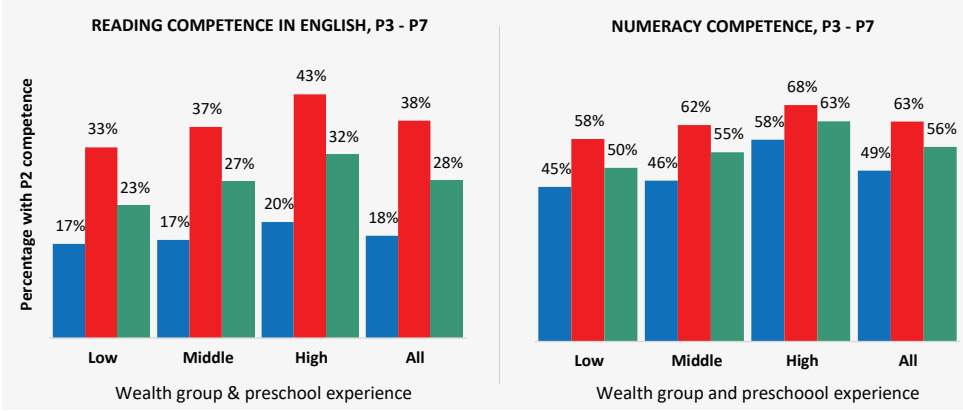
In previous assessment reports we have illustrated a wide range of characteristics, of individual children, households, schooling and location, which are associated with differences in learning outcomes and potentially influence them. In this report, however, we will focus on three combinations of factors: firstly, preschool experience and family wealth; secondly, region and the sex of the child, and, thirdly, private schooling and

private tuition (coaching). We will also comment on findings about family support for learning at home.

E. PRESCHOOL EXPERIENCE AND FAMILY WEALTH

Considering preschool experience and family wealth together is useful because the extent and quality of pre-primary education depend to some extent on the fees that parents are able to pay. By dividing the sample into wealth groups, we can show the influence of preschool experience across different levels of family wealth, as in Figure 6.

FIGURE 6. ENGLISH-READING AND NUMERACY COMPETENCE , P3-P7 PUPILS



As in the reports of 2021 and 2019, the wealth groups used for analysis are terciles of a factor score that is derived from measurement of a range of household possessions. The survey measured the quantities of televisions, radios, computers, mobile phones, vehicles, motorcycles, bicycles, books, cattle, sheep or goats and cookers in the household, for a sample of 8,603 households.

Preschool experience is measured as a dichotomy, distinguishing between children with one year or less and those with two years or more. The actual distribution is bimodal, the largest groups having attended for three years or none at all. A few reports of more than four years are of doubtful accuracy.

Figure 6 shows that the influence of pre-primary education on reading achievement is very strong. For children with two years or more, the proportion achieving P2 reading competence in English is more than twice as large and the wealth groups account for smaller differences. The pre-primary effect on numeracy achievement is less dramatic but still considerable, especially for the low and middle wealth groups.

F. REGION AND THE SEX OF THE CHILD

At the national level the differences between boys and girls in reading and numeracy achievement are small. However, research using our previous data shows that there may be an interaction effect from the combination of the poverty level of the location and the child's sex. As in 2021, therefore, we present a comparison of boys' and girls' reading and numeracy levels in the four major regions of Uganda. For this purpose, we consider the whole age range from four to 16 and use intermediate measures of reading and numeracy (the word level in English reading and Arithmetic 2). The results are shown in Figure 7.

FIGURE 7: COMPETENCE IN READING AND ARITHMETIC 2 BY REGION AND SEX

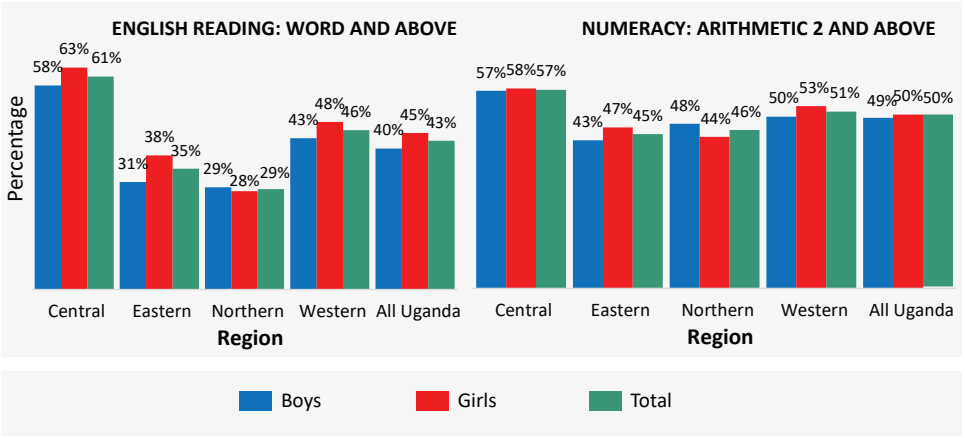
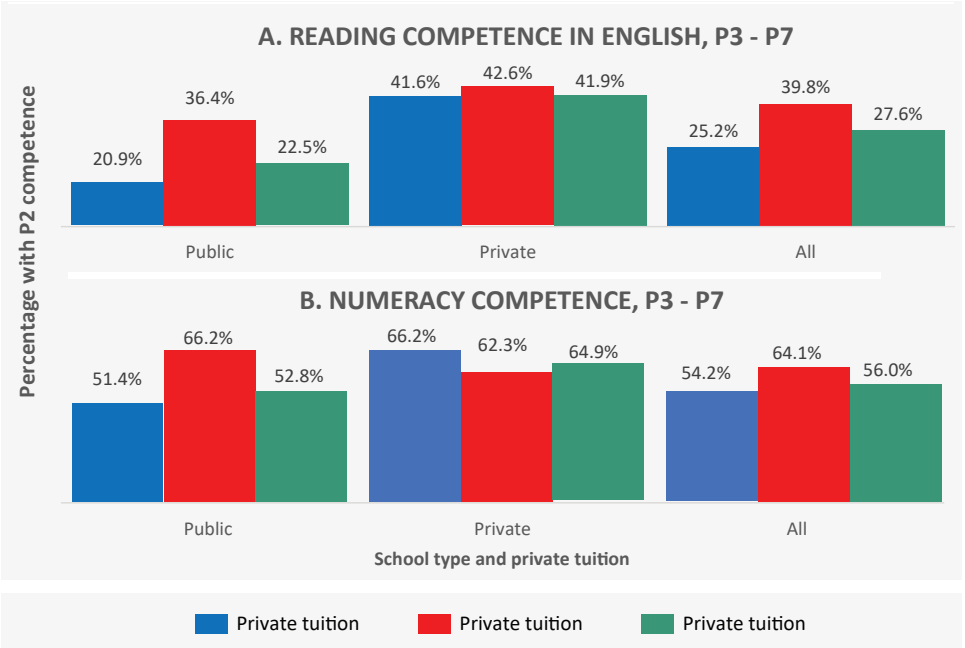


Figure 7 shows, firstly, that reading in the Central Region is at a substantially higher level, for both sexes, than in the other regions, with the Western Region in an intermediate position. For numeracy, there is the same regional pattern but with smaller differences. Except in the Northern Region, girls have a lead over boys, especially in reading. The slight lead of boys over girls in the Northern Region supports the hypothesis that the negative effect of poverty is stronger for girls; yet the findings for the Eastern Region, where the poverty rate is also high, do not support it. Evidence on the issue at a more localised level would help to show whether cultural or any other factors, distinct from poverty, account for gender-related differences in outcomes.

PRIVATE SCHOOLING AND TUITION

To some extent the socio-economic status of parents confers advantages to some children through the use of private schools and private (supplementary) tutoring (coaching). In previous reports we have shown the differences in learning outcomes according to the type of school by ownership (government, private and community): but here we focus on the combination of school type and private tuition. For this purpose, we use just two categories for schools – private and public, the 'public' category including both government and community schools. Figure 8 shows rates of P2 competence, for P3-P7 children, according to whether they were attending a private school and whether they were receiving private tuition.

FIGURE 8. READING AND NUMERACY COMPETENCE BY SCHOOL TYPE AND PRIVATE TUITION



The findings show that, both in English reading and in numeracy, (a) those attending private schools have much higher success rates than those attending public schools, (b) among those not attending private schools, those who receive private tuition have clearly higher success rates than those who do not, and (c) among those attending private schools, the success rates are much the same, whether or not they receive private tuition. This last finding supports the assumption that private tuition helps low-achieving learners in private schools to catch up with their peers. In the sample, private tuition was being received by 10% of those attending public schools and 31% of those attending private schools.

The findings portray a double challenge for public schools: how to make learning more effective, and how to reward children's merit rather than rewarding the fees paid on their behalf. The use of private tuition adds to the inequality of opportunity among learners in government-aided schools.

H. FAMILY SUPPORT FOR LEARNING AT HOME

A new element in the survey of children was to investigate ways in which their learning was encouraged by members of the family or household and to look for possible influences on learning outcomes. The types of support covered were (1) checking homework, (2) helping with homework, (3) reading stories to children and (4) giving mathematical tasks to them. For each type of support, the child assessed was asked whether or not it was given by the mother, the father, another adult, and a sibling.

We first use the sample of all children assessed to show how the amount of support given tends to vary according to the family relationship, and also according to the age of the child. As expected, more support is received from mothers than other family members. However, the support given by mothers tends to decrease with the age of the child, while support by fathers increases slightly. This is illustrated by Table 10, which shows rates of checking of homework at selected ages, as reported by children.

TABLE 10. CHECKING OF HOMEWORK AT DIFFERENT AGES (SAMPLE STATISTICS) PERCENTAGES OF POSITIVE RESPONSES.

AGE (SELECTIVE)	PERSON CHECKING:				
	MOTHER	FATHER	OTHER ADULT	SIBLING	ONE OR MORE PERSONS
6	39.2	14.5	10.8	9.3	67.7
10	33.0	16.8	11.3	10.3	64.4
14	24.2	18.3	10.5	8.3	55.8
All, 4-16	**33.2**	**16.6**	**10.7**	**10.0**	**64.0**

Sample size: 19,055

As the last column shows, a majority of children did receive the support from one person or another: but a large minority did not receive it.

Using the sample of children enrolled in P3-P7, we looked into variations in rates of P2-level competence according to whether the mother provided relevant support at home. As Table 11 shows, small differences in competence rates are associated with the reading of stories and the giving of mathematical tasks. It is possible, therefore, that these forms of support by mothers do influence learning outcomes: but, as they are likely to be correlated with socio-economic factors, measuring their marginal effects would require a more advanced analysis, beyond the scope of this report.

TABLE 11. SELECTED COMPETENCE RATES BY RELEVANT HOME HELP

TYPE OF LEARNING	RELEVANT QUESTION ABOUT HELP	RESPONSE	COMPETENCE RATE (P2 LEVEL)
Reading in English	Does mother read stories to child?	Yes	29.5%
		No	27.0%
Numeracy	Does mother give mathematical tasks to child?	Yes	57.5%
		No	55.6%

Sample size: 19,055

PART V. RESOURCES AND PRACTICES IN PRIMARY SCHOOLS

A. THE SCHOOL SAMPLE

As on previous occasions, this Uwezo Assessment was accompanied by a survey of primary schools designed to illuminate the context of learning for most of the children assessed. The schools targeted were as far as possible the ones most attended by children in the EAs selected for the assessment. Of 431 schools visited for the survey, 21 have been excluded from the working sample because of missing registers. The 410 schools used for analysis consist of 348 government-aided, 53 private and 9 community schools.

To provide national estimates, means and proportions from the sample are weighted at the level of the sub-region (see Annex III). As the numerator, we use the Measure of Size (MOS) of the sub-region as in the assessment and, as the denominator, the total primary enrolment from the schools in the sample. By this method we avoid bias due to school size in the weighting: an important step, as there are large regional variations in average school size. The analysis focuses on the primary level (P1 to P7) and data from nursery/ECD sections of schools, on pupils, staff and other resources, is not included unless this is specified.

THE PROVISION, QUALITY AND FUNDING OF TEACHERS

Our main measure of the level of staffing is the pupil-teacher ratio (PTR), based on the official enrolment and teacher list. Within the teacher list, the numbers of female teachers, untrained teachers, and teachers paid from fees, were also recorded, and we report on the proportions of each. Teachers paid from fees include those employed by parent-teacher associations (PTAs) in government-aided schools, as well as those employed by private schools.

Table 12 provides a comparison between government-aided, private and community schools on the four indicators: mean PTR and the mean percentages of female teachers, untrained teachers and teachers paid from fees.

TABLE 12 TEACHING STAFF INDICATORS, BY TYPE OF SCHOOL (MEANS)

TYPE OF SCHOOL	PUPIL-TEACHER RATIO	% FEMALE TEACHERS	% UNTRAINED TEACHERS	% TEACHERS PAID FROM FEES
Government-aided	52.3	46.7	7.4	12.8
Private	21.3	42.4	20.5	100.0
Community	30.8	44.6	25.9	91.2
All	**46.4**	**45.9**	**10.1**	**29.9**

Sample size: 410

Table 12 shows a continuing, serious under-provision and under-funding of teachers in government-aided schools, with a high average PTR and an average of 12.8% of teachers employed by the PTA. With regard to the composition of the staff, the three types of school have similar averages for the proportion of female teachers (all between 40% and 50%: but private and community schools are still employing larger proportions of untrained teachers than government-aided schools. The few community primary schools have varied PTRs and nearly all their teachers are paid from fees. This last feature makes them similar to non-profit private schools in their mode of operation.

Table 13 presents a comparison between the four major regions of Uganda on the same four indicators. There is a great disparity in PTR between the regions, the mean for the Northern Region being more than twice as large as that of the Central Region. The differences are partly due to the greater use of private schools in the Central and Western



Regions. The other indicators show the Northern Region to have a considerably lower proportion of women in teaching than the other regions. In the Central Region, just over half of the teachers are paid from fees: a fact which relates to the higher incomes in the region.

TABLE 13. TEACHING STAFF INDICATORS, BY REGION (MEANS)

REGION	PUPIL-TEACHER RATIO	% FEMALE TEACHERS	% UNTRAINED TEACHERS	% TEACHERS PAID FROM FEES
Central	34.0	49.4	12.2	51.7
Eastern	58.5	45.0	5.6	9.3
Northern	79.2	33.8	6.7	12.6
Western	40.4	47.0	11.8	22.5
All	**46.4**	**45.9**	**10.1**	**29.9**

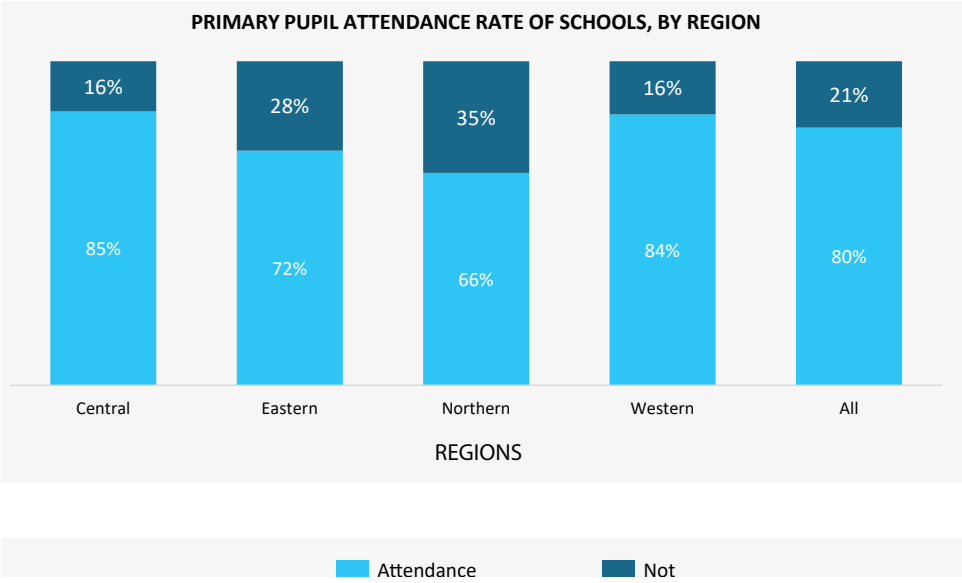
Sample size: 410

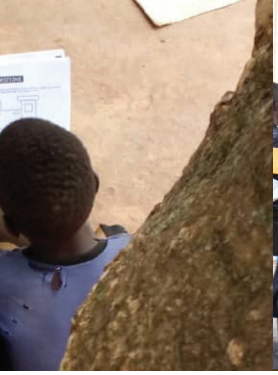
C. ATTENDANCE BY PUPILS AND TEACHERS

In addition to recording the official enrolments and staff, the survey obtained a headcount of pupils and teachers present on the day of the visit. This enables us to measure the attendance rates of pupils and teachers at the school level. We report selectively on the data obtained.

Figure 9 shows the pupil attendance rates for P1-P7 in the different regions and nationally. It shows that the rates were considerably poorer in the Northern and Eastern Regions, where the average official enrolment in schools is also larger. The figures suggest that part of the enrolment in those regions is nominal rather than real: a factor which is likely to contribute to the lower learning outcomes that have been reported in Part IV.

FIGURE 9: PUPIL ATTENDANCE RATES FOR P1-P7





Previous research shows that pupil absenteeism is correlated with pupil-teacher ratios and, to a lesser extent, with teacher absenteeism (Uwezo Uganda, 2023). In this survey, the proportions of primary teachers present in the school are 81% for government-aided, 90% for private and 86% for community schools, with a national mean of 82.8%. These statistics represent a slight improvement on the situation observed in our 2018 school survey when the national mean of teacher presence at school stood at 78.6%.

D. NURSERY SECTIONS AND UNDER-AGE PUPILS

The survey obtained details of nursery sections of schools where these existed. In addition, school managers were asked whether they had under-age pupils in P1 and, if so, how many.

In the event, the managers of 219 schools (53% of the sample) confirmed that they had a nursery/ECD section: but, contrary to expectations, the proportion of reported under-age children in P1 was much the same for schools with and without a nursery section, at about 5%. However, only 95 managers (23% of the sample) admitted that they had under-age children in P1, and for these, the mean proportion of reported under-age children was 21.0%. We conclude that the presence of under-age children in P1 was widely under-reported. Previous research has shown that many under-age children go on to repeat P1 but are not necessarily recorded as repeaters (Brunette et al., 2017).

E. SCHOOL GOVERNANCE

A new feature of this school survey is that data was obtained on managing bodies of schools: the School Management Committee (SMC), which is a statutory body in government-aided primary schools, and the Parent-Teacher Association (PTA), a non-statutory body which contributes to the work of most schools, both public and private. We obtained more details about the membership of SMCs, to show how far this conforms to official requirements as stated in the Education Act (Government of Uganda, 2008). We also recorded the appointment status of the head teachers (whether substantive or acting).

The existence of the SMC was confirmed for over 99% of government-aided schools and for 89% of private and community schools. A PTA was reported for 95% of government-aided and community schools and for 61% of private schools. Both bodies are found to be necessary in most primary schools. However, an estimated 31% of head teachers have an 'acting' status.

The Education Act (Government of Uganda, 2008) requires a membership of 13 for SMCs, and most government-aided schools are close to achieving this, with a mean of 12.2 (see Table 14). SMCs of private and community schools have a smaller membership. However, the number of female members is fairly consistent across all types of school, at 3-4 members per school. Therefore, increasing the proportion of female members would appear to be important, especially for government-aided schools.

TABLE 14. MEMBERSHIP OF SMCS BY TYPE OF SCHOOL

School type	Mean number of members of SMC	Mean number of female members of SMC
Government-aided	12.2	3.9
Private	8.7	3.3
Community	10.4	3.8
All	**11.6**	**3.8**

Sample size: 410

A step that could assist in improving the gender balance is to appoint more women as chairpersons, both of SMCs and PTAs, as this could encourage other women to serve. We estimate from the survey that, currently, only 13.7% of the SMC chairpersons and 5.5% of the PTA chairpersons are women. In the Central Region 20% of the SMC chairpersons, but only 9% of the PTA chairpersons, are women. There is also scope for a larger proportion of head teachers to be female, as our data shows it to be only 31%.

F. PROVISION FOR SPECIAL NEEDS

One of the many challenges for primary schools is to support learners with disabilities and other special needs in such a way as to encourage their inclusion in regular schools and classrooms as far as possible. The survey included questions about provision for such learners.

School headteachers were asked whether their school enrolled any children with 'severe special needs or disabilities' and whether it has a 'special needs unit'. The responses indicate that 43% of primary schools do enrol such children but that only 14% have a special needs unit. The existence of such a unit indicates that there is at least one teacher with some training in special needs education.

The headteachers were also asked whether the school was receiving any grants, specifically for children with special needs, from the Ministry of Education and Sports (MoES). The responses show that only about one-fifth of primary schools receive them overall, but that the proportion is about one-third for those that enroll children with severe special needs (see Table 15). Schools are supposed to receive a small grant (additional to the normal capitation grant) for each pupil identified as having a disability. However, records seen in 2023 showed that, for some districts, the number of pupils with disabilities was not being reported effectively.

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TABLE 15. RECEIPT OF DISABILITY GRANTS BY POSITION ON SEVERE SPECIAL NEEDS (PROPORTIONS OF PRIMARY SCHOOLS)

WHETHER RECEIVING DISABILITY GRANTS:	WHETHER ENROLLING LEARNERS WITH SEVERE SPECIAL NEEDS:		
	NO	YES	TOTAL
No	88.0%	12.0%	100.0%
Yes	65.0%	35.0%	100.0%
Total	78.0%	22.0%	100.0%

The issues of provision for special needs deserve research in some depth, to which we plan to contribute in *our new strategy* (2025-2028).

G. DISCIPLINE AND PUNISHMENTS

As a new element, this survey obtained basic information about disciplinary bodies, common forms of indiscipline on the part of children, and the frequency with which different types of punishment were used by the school.

Head teachers are usually assisted in decisions about discipline by a committee of staff members. Nearly all school managers confirmed that they had a disciplinary committee, giving a weighted estimate of 95.5%. However, only an estimated 36.7% of primary schools had a student court. Further research could look into the functioning of the student courts and why they are not more widely used.

Fifteen types of student indiscipline were mentioned to the school managers, and they were asked to say whether each of these was common in the school. Table 16 shows the proportions (weighted as national estimates) that confirmed the frequent occurrence of the behaviour, in order of frequency.

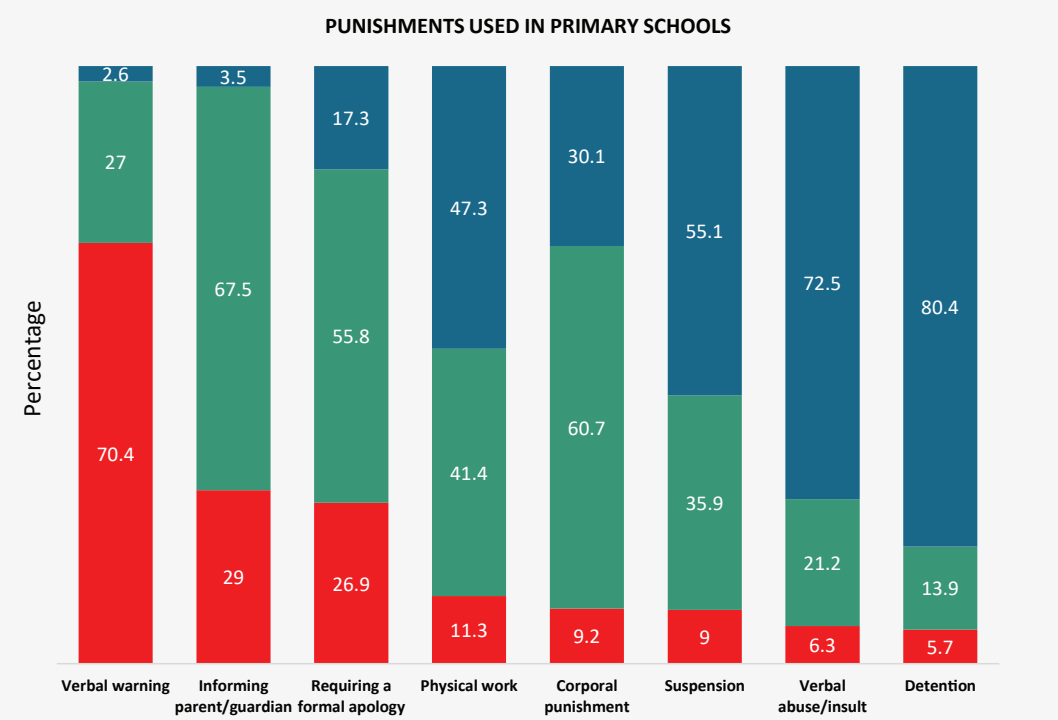
TABLE 16. TYPES OF INDISCIPLINE REPORTED

TYPE OF INDISCIPLINE OR OFFENCE	PERCENTAGE OF SCHOOL MANAGERS CONFIRMING FREQUENT OCCURRENCE
Lateness	60.0
Stealing	48.0
Escaping from school	44.7
Fighting / violence	41.0
Abusive or foul language	26.3
Telling lies / dishonesty	17.9
Missing lessons	17.3
Disrespectfulness	14.1
Disruptive behaviour	11.9
Disobedience	10.7
Sexual harassment or promiscuity	5.7
Alcohol or drug abuse	4.3
Smoking	1.8
Watching or practicing pornography	0.7
Other, various	7.2

Of 'other types' of misbehaviour mentioned, absenteeism was mentioned 17 times and forms a cluster of issues with 'escaping from school' and 'missing lessons'. However, as we know from other research, absences may be caused by family members or factors in the home situation rather than the child's own decisions. Bullying was mentioned three times and has a link with violence. There were no other significant additions to the list.

Eight types of punishment were mentioned to the school managers, and they were asked to say whether each was used often, sometimes or never in the school. Figure 10 shows the estimated percentage for each response.

FIGURE 10. USE OF PUNISHMENTS IN PRIMARY SCHOOLS



Sample size 410

It is likely that punishments used 'sometimes' are applied to the more serious types of misbehaviour. The punishments that are 'sometimes' used most widely are caning or other corporal punishment, requiring the child to make a formal apology, and informing the parent or guardian. Physical work and detention may be used less because they require planning and supervision by the staff.

Corporal punishment is opposed by the Government and conflicts with the initiative to prevent violence against children in schools. But its widespread use in the household setting may be a factor in its continuation in school settings, official policy notwithstanding. Table 17 shows parents' responses in the household context about the frequency of different kinds of punishment. The responses show that corporal punishment is sometimes used in most households, although apparently less often than warnings and required apologies. Some school managers and teachers may continue the traditional practice of caning because parents are not likely to object and may even expect it.

TABLE 17. USE OF PUNISHMENTS IN HOUSEHOLDS

Type of punishment	How often used? (Percentages)			
	Often	Sometimes	Never	Total
Corporal punishment (caning etc.)	11.9	73.5	14.6	100.0
Physical work	4.7	48.7	46.6	100.0
Verbal warning	14.1	51.0	8.8	100.0
Requiring apology	17.0	51.2	31.8	100.0
Verbal abuse/insult	6.0	36.6	55.4	100.0
Detention/restriction of movement	3.5	23.8	72.8	100.0
Locking out of the house	1.4	12.6	86.0	100.0
Denying food	1.3	11.2	87.6	100.0

Sample: 8,608 households

H. PHYSICAL FACILITIES – GENERAL

We now report on the provision of classrooms for the primary level, provision of space for play and sports, and provision of utilities. However, water, hygiene and sanitation (including toilets) are discussed in a later section.

Table 18 shows the estimated mean pupil-classroom ratios, for P1-P7, by region, based on 409 schools that had classrooms.[2] These statistics are similar to those we reported for 2021, with slight improvement in the Central and Western Regions but a worse result in the Northern Region (Uwezo Uganda, 2021, p. 27). The under-provision of classrooms, and the regional disparities, remain major concerns.

TABLE 18. PUPIL-CLASSROOM RATIOS, BY REGION

Region	Mean
Central	53.0
Eastern	113.0
Northern	154.7
Western	65.4
All	**84.1**

Sample size: 409

In Figure 11, we report the proportions of schools that have grounds for play and sports and a fence, that provide physical education (PE), and that have a library service, electricity, access to the internet, a private room for girls and a childcare facility for female staff. PE is a curriculum requirement but hard to organise without a play area. A 'library service' here does not necessarily imply that a building is designated as a library: there could be an alternative system of storage.

FIGURE 11. PROPORTIONS OF SCHOOLS WITH ADDITIONAL FACILITIES

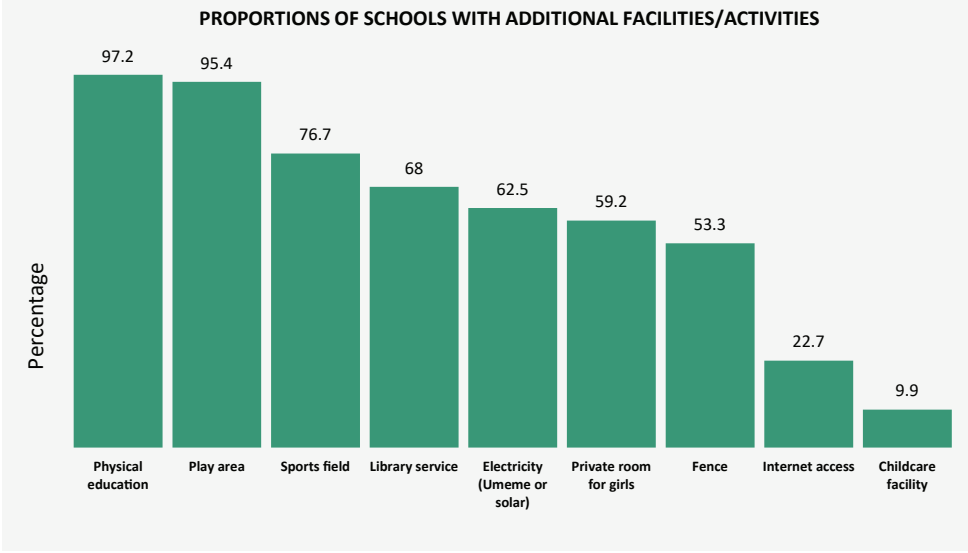


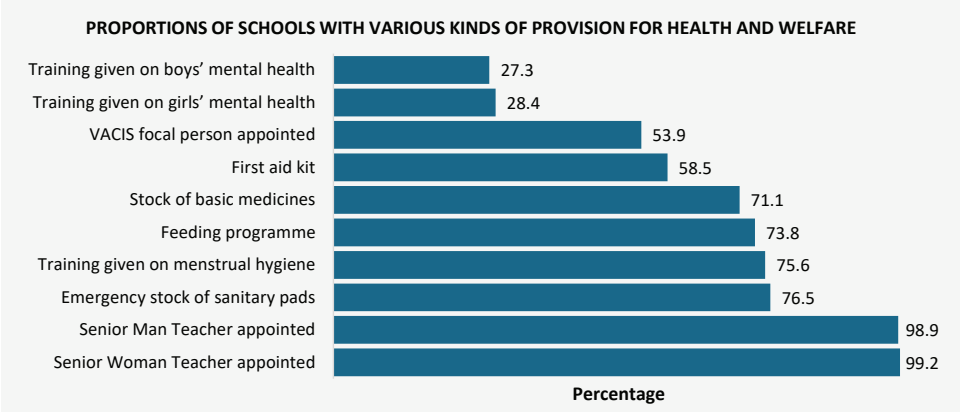
Figure 11 shows a slight improvement in electricity provision, which stood at 58% in 2020.

2 *One school was excluded because it was reported to have no classrooms.*

I. PROVISION FOR HEALTH AND WELFARE

Primary schools have been encouraged to organise voluntary feeding programmes, to designate teachers with responsibilities for preventing violence and advising boys and girls on gender-related issues, and to keep stocks of basic medicines and sanitary pads. In addition, training of the students on menstrual hygiene issues, and training on issues of mental health for boys and girls, has been organised. Figure 12 provides an overview of progress in these areas. (The mental health training is a recent development on which we have not reported previously. It became important after the Covid-19-related school closures that triggered a number of mental health-related challenges for teachers and children).

FIGURE 12. PROPORTIONS OF SCHOOLS WITH VARIOUS KINDS OF PROVISION FOR HEALTH AND WELFARE



Sample size: 410

J. SANITATION, HYGIENE AND WATER SUPPLY

In obtaining data on school toilets, our survey was not able to differentiate between those intended for primary and nursery sections. (Some schools do not make this distinction). To provide a general measure of the provision of toilets, therefore, we have to use the combined enrolment of the primary and nursery sections for those schools that had a nursery section. Computation of the combined enrolment required the exclusion of 11 schools that had missing registers at the nursery level, leaving a sample of 399 schools.

The pupil-toilet ratio presented in Table 19 is limited to toilet stances, although many schools had urinals as well. Most schools designated toilets for boys and girls in roughly equal numbers: but we use the total of boys', girls' and shared stances per school. As the measure is of high importance, the mean ratio is tabulated by region, weighted in the usual way to give national estimates. However, five schools had to be excluded from the calculation because they had no toilet stances at all. Those are recorded in the table against their regions.

TABLE 19. PUPIL-TOILET STANCE RATIOS BY REGION

REGION	MEAN PUPIL-STANCE RATIO (NURSERY AND PRIMARY)	NUMBER OF SCHOOLS WITH NO TOILET STANCES
Central	65.9	3
Eastern	100.6	1
Northern	176.4	1
Western	80.3	0
All	**90.8**	**5**

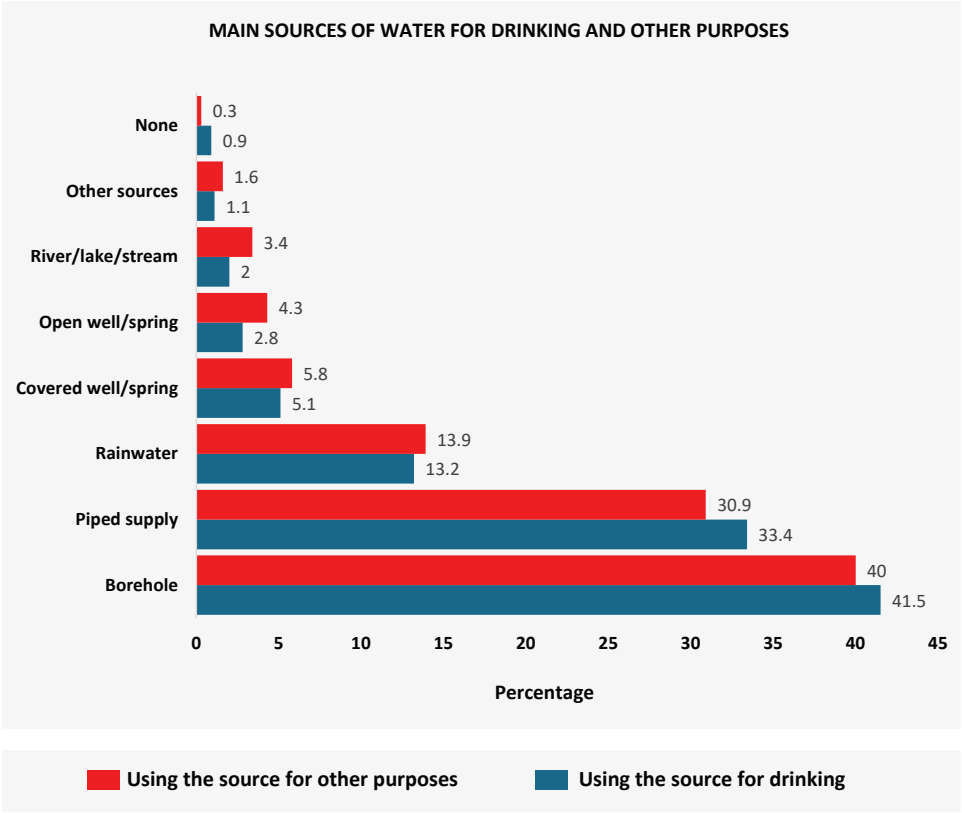
Sample size for means: 394

The regional statistics are similar to those that we reported for 2021 in our last school survey (Uwezo Uganda, 2021, p. 27). As with classrooms, the Eastern and Northern Regions are relatively deprived of essential structures.

Provision for hygiene remains varied among schools. From our data, an estimated 67% of primary schools had a handwashing facility. Of those that had the facility, 67% were providing water with soap or sanitizer or both, and another 32% were providing water only.

The sources of water used by schools are shown in Figure 13. Both for drinking and for other purposes, boreholes continue to be the most widely used type of source, followed by piped water supplies. These types together account for about three-quarters of the schools; the others use sources that tend to be less safe, especially rain water and wells.

FIGURE 13. MAIN SOURCES OF WATER FOR DRINKING AND OTHER PURPOSES



Sample size for means: 410

The responses about treatment of water for drinking show that about one-third of schools are boiling it, while about 30% are not treating it at all and one-quarter are using a chemical treatment. The need for treatment and the best method vary according to the environment: But past testing for the presence of bacteria suggests that wider treatment would be beneficial. The testing of drinking water in primary schools as part of our 2018 survey showed bacteria to be present in about half of the cases (Uwezo 2019).

K. CLASSROOM CONDITIONS: THE CASE OF P2

In this survey we resume our usual practice of reporting observed conditions in one typical P2 classroom of each school. It was not possible to do this in our 2021 survey because of school closures at the time, but comparisons can be made with our surveys of 2018 and earlier.

Table 20 shows how far the classrooms met some basic standards in the provision of furniture, writing materials, textbooks, visual aids and curriculum compliance. The proportions of classrooms conforming to the standard (weighted national estimates), are shown. As there were a few missing cases, the sample sizes are also shown.

TABLE 20. HOW FAR THE P2 CLASSROOMS MET BASIC STANDARDS

STATEMENT OF STANDARD	PERCENTAGE OF CLASSROOMS CONFORMING TO THE STANDARD	SAMPLE SIZE
All pupils have a chair or bench to sit on.	73.5	410
At least 75% of pupils have an exercise book to write in.	96.6	408
At least 75% of pupils have a pencil or pen.	96.8	408
At least 50% of pupils have a textbook or reading book for the lesson	45.7	408
The timetable is displayed in the classroom	62.8	408
The timetable is being followed in this lesson.	89.8	244
Charts and other supplementary materials are being displayed	85.5	408

The findings are very similar to those obtained from our 2018 survey. The main areas for concern that Table 21 reveals are in the provision of furniture for one-quarter of the schools, and in the provision of textbooks. With regard to textbooks, specific details were obtained about the quantities available for the particular classroom in the learning of the local language, English and mathematics., and the classroom enrolment for which these were needed. Table 21 shows the numbers of cases in which there were no textbooks at all. For greater clarity, the unweighted sample statistics are presented.

TABLE 21. TEXTBOOKS AVAILABLE FOR ENGLISH, LOCAL LANGUAGE AND MATHEMATICS (SAMPLE STATISTICS)

LEARNING AREA	MEAN PUPIL-BOOK RATIO	CLASSROOMS WITH NO TEXTBOOKS	SAMPLE SIZE
English	1.34	57 (14.7%)	389
Local language	1.33	101 (27.2%)	371
Mathematics	2.2	96 (25.5%	377

Table 21 shows that, on average in the sample, there were enough local language and English textbooks for about three-quarters of the pupils in the classroom, and enough mathematics textbooks for slightly less than half of them. But for each learning area the sample included substantial numbers of classrooms with no textbooks at all. This is a matter for great concern as, In the languages especially, it is difficult for schools to source substitutes for the textbook at this level.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this report portray a gradual recovery from the effects of the long school closures during the Covid-19 pandemic of 2020-21. Pre-primary enrolment has made an impressive recovery and children in the intended lower primary age group (ages 6-10) have levels of English reading and numeracy that have some similarity with those of 2018, with fewer in the non-reader and non-numerate categories. For older children, however, it is a different story, as many were kept at the same grade level for two years or more during the school closures. The upper primary classes have larger proportions of over-age learners than would normally be the case.

In this situation there are divergent grade-based learning outcomes for reading (both in English and in local languages), and for numeracy, in the upper primary classes. The reading levels in P4 to P7 are generally lower than in 2021 or 2018, reflecting the interruption of literacy acquisition at a critical time for those learners. The decline is even more severe for local languages than for English. It is broadly consistent with an international trend (Gajderowicz et al., 2025). On the other hand, the numeracy outcomes in P4 to P7 are higher than in the previous assessments, contrary to the trend. This gain is partly attributable to the higher age composition of those grades, age having a stronger relationship with numeracy than with literacy. Nonetheless, other factors must also have played a part, as the numeracy levels for ages 11-14 are also higher than previously. Improvements in mathematics teaching are a possible factor. We also cannot rule out a psychological benefit from allowing children to attempt all the arithmetic tasks, in our revised approach.

We wish to make the following recommendations for the various providers of education in Uganda, including local communities and families:

1. **Continue to prioritise efforts to improve the teaching and learning of literacy and numeracy at the lower primary level:** It is of critical importance that children acquire these basic skills in P1-P3. These skills are fundamental building blocks that shape how kids learn, think, solve problems, and interact with the world. This assessment shows some improvement in P3 numeracy: but too few children have progressed beyond the word level in reading, whether in English or in a local language.

2. **Support catch-up programs that help learners left behind in the school system and those that enhance literacy support for primary school leavers and dropouts:** Many children are progressing from one grade level to another without necessarily acquiring the reading and numeracy competences expected or required at the previous level. Likewise, many young people are leaving primary education without learning to read in English or a local language, which makes it difficult for them to progress in life. Literacy support can be combined with vocational training and apprenticeship programmes, so that young people improve their opportunities in the labour market and in self-employed work.

3. **Provide public funding selectively to make pre-primary education more widely accessible:** This and previous Uwezo Assessment reports have provided evidence of the long-term value of pre-primary education for learning at the primary level. Both globally and in Uganda, its benefits for the all-round development of the child are widely appreciated. We welcome the Government's approval of Uganda's Early Childhood care and Education (ECCE) Policy and we call on the Government to work in partnership with local communities and non-profit providers and reduce the financial barriers to access.

4. **Prioritise the employment of more teachers and their equitable distribution in government-aided primary schools:** We have made this recommendation before, as the situation had become

desperate by 2020. Our school survey shows that the PTR in government-aided schools has improved since then but is still very large (at 52.3). Our data also shows that a large part of the improvement is due to the employment of supplementary teachers by PTAs that can afford to do so. As a matter of principle, payment of such teachers should be a public responsibility.

5. **Ensure that all children are taught by well-trained teachers.** This is critical especially in early years when children need to acquire the foundations for further learning. (Well)trained teachers understand how children learn and are more positioned to facilitate learning than untrained teachers. Our school survey indicates that there's a substantial proportion of teachers employed in the school system that are untrained, even in government-aided schools.

6. **Reduce regional inequalities in the provision of teachers and essential infrastructure:** As our school survey shows, the Eastern and Northern Regions are at a great disadvantage in the provision of teachers, the Northern Region having a PTR of 79.2. This also applies to the provision of essential structures: primary classrooms and toilets. In Part IV, large regional differences in learning outcomes are recorded and may be seen as a result, in part, of the inequitable distribution of resources for schools. Our statistics show a lack of progress since 2021 in addressing this challenge.

7. **Address the gender gap in the recruitment and appointment of teachers and school leaders.** We advocate a merit-based involvement of men and women in teaching and school governance. Our school survey found the Northern Region to have a considerably lower proportion of women in teaching than the other regions. The participation of women on SMCs and PTAs is also limited. In addition, few women are serving as headteachers or as chairpersons of SMCs or PTAs. Appointment of more women as chairpersons, both of SMCs and PTAs, could encourage other women to serve. Having more women in teaching and school leadership positions could inspire girls to also strive for excellence.

8. **Boost provision for local language teaching and learning:** The learning outcomes suggest that the provision of materials and teacher guidance for the local languages used for teaching in P1-P3 has suffered as a result of the school closures. There are low rates of success in the Leblango and Lusoga assessments, for example. The Government could consider providing more incentives through an assessment of local language literacy at P7 level.

9. **Support the development of life skills and values in addition to foundational literacy and numeracy.** In our data on student indiscipline stealing is reported to be a common occurrence in nearly half of the primary schools. Other common types of indiscipline include fighting/violence and dishonesty, among others. These examples could point to a broken value-system and call for the enhancement of the capacity of homes, communities and schools to address this challenge.

10. **Continue the efforts to reduce violence in schools:** The school survey shows that, so far, only about half of primary schools (53%) have appointed a member of staff with responsibility for preventing violence (VACIS Focal Person). It also shows that only 30% of schools are respecting the ban on corporal punishment. We call on the leaders of schools to find alternatives to corporal punishment, as violent actions by adults, even in the form of punishment, encourage children to resort to violence.

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ANNEXES

ANNEX I: UWEZO UGANDA PARTNERS, 2024

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Mr. Dan Kyagaba- Member	Former Manager, National Assessment of Progress in Education (NAPE) - UNEB
Dr Elizabeth Opit - Member	Senior Lecturer, Kyambogo University
Ms Joyce Ebal Awol- Member	Manager, National Assessment of Progress in Education (NAPE) - UNEB

C) UWEZO SECRETARIANT	
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Faridah Nassereka	Senior Program Officer
Judith Nyakaisiki	Communications Officer/HR Associate
Joseph Kasasa	Administrative & Program Assistant to the Executive Director.
Azamu Mulikiriza	Accountant
Vincent Kalibbala	Accounts / Information Technology (IT) Assistant
Dr James Urwick	Advisor, Innovations, Fundraising & Research

D) UWEZO UGANDA 2024 NATIONAL LEARNING ASSESSMENT DISTRICT PARTNERS			
District	**Partner Institution**	**Head of the Organisation**	**District Contact person**
Rubirizi	Hope for Mothers and Children's Agency	Barigye Sam	Tumukunde Vicent
Kabale	Lusuganda Development Initiative [LUSUDI]	Byamukama Simon	Masiko Rogers
Mbarara	South Western Initiative for Community Counselling [SWICCO]	Kuzirimpa Julius	Kuzirimpa Julius
Namisindwa	African Rural Development Initiatives (ARDI)	Weyusa Joseph	Mamati Saul
Namutumba	Nsinze Sub County HIV/AIDS Workers Association (NSHAWA)	Nkenga Sam Nathan	Nkenga Sam Nathan
Alebtong	Change Lead Agency Social Support (CLASS)	Omara Moses	Isaac Angullu
Pallisa	Citizens Initiative for Democracy and Development Uganda (CIDD)	Fred Ejautene	Moses Kaggwa
Kampala	Forum for Early Childhood Development	Mulumba Mathias	Mulumba Mathias
Mpigi	Joint effort for Youth in Uganda (JOYI)	Nakaayi Florence	Nabisere Grace
Kassanda	Children and wives of disabled soldiers association	Namatovu Mary Achlies	Namatovu Mary Achlies
Mukono	Child to Youth Foundation	Ssenyonjo Steven	Susan Nampijja
Wakiso	Kiyita Family Alliance For Development	Bob Richard Bongole	Najjemba Angella
Kyankwanzi	Bukomero Development Foundation	Beatrice Nankinga	Sentongo Muhamadi
Lwengo	Lwengo Rural Development support organisation	Jjuuko Anthony	Tuhame Francis
Bugiri	Uganda Muslim Rural Development Association (UMURDA)	Haji Sulaiman Walugendo	Stanely Kyakulaga
Kamuli	Uganda Development Service (UDS)	Rita Epodoi	Doris Nabugasha
Kapchorwa	Kapchorwa Civil Society Organization Alliance (KACSOA)	David Mukwana supported Kiprotich George Cheywa	Robert Satya
Kumi	Teso Dioceses Planning and Development Office (COU-TEDDO)	Egayu Moses	Otai Isaac
Mbale	Christian Fellowship Ministries	John Wandera	Masaba Charles
Terego	Approaches to Rural Community Development	Manasseh Acdri	Onzima Allan Julius
Maracha	Partners in Development and Center for Holistic Transformation (PICOT)	Sauda Ropani	Halid Metarolo

Kitgum	Kitgum Women Peace Initiative (KIWEPI)	Canogura Faddy.G	Brenda C. Kakentero
Kotido	Church of Uganda North Karamoja Diocese	Rt. Rev James Nasaka	Rev. John Bosco Achilla
Oyam	Foundation for Inclusive Community Help (FICH)	Emmy Zoomlamai Okello	Alum Kandida
Bundibugyo	Child Concern Initiative Organisation	Kyomuhendo Geofrey	Mutegheki Thomas
Hoima	Hoima District Union of Persons with Disabilities (HUDIP)	Bigerwenkya Gilbert	Ahuura Edween Safeson
Isingiro	Youth Fraternity For change [YFC]	Louis Kamugasha	Kariebi David
Fort Portal	Human Rights and Democracy Link Africa (RIDE AFRICA)	Rukidi Sam	Erina Kahunde
Buliisa	Lake Albert Children/Women's Advocacy & Development Organisation	Bigirwenkya Stuart	Kajura Richard

E) UWEZO-PAL NETWORK FRATERNITY
ASER Centre, India
ASER, Pakistan
ASER, Nepal
The Institute of Informatics and Development (IID)
Uwezo Tanzania
Usawa Agenda
Youth Impact
Zizi Afrique Foundation
TPC Mozambique
Medición Independiente de Aprendizajes (MIA)
MOVILIZAR, INNOVAR Y APRENDER. A.C MEXICO
Bɛɛkunko
Research Laboratory on Social and Economic Transformation (LARTES) and Jàngandoo
VIdA Nicaragua
The Education Partnership centre (TEP Centre) and LEARNigeria
GLOT COLOMBIA

f) Uwezo-RELI Fraternity
Luigi Giussani Institute of Higher Education
Komo Learning Centre
Educate!
Fundi Bots
Girls to Lead Africa
Foundation for Inclusive Community Help (FICH)
Kimanya Ngeyo Foundation
STIR Education
Building Tomorrow
Uganda Society for Disabled Children (USDC)
Civil Society Budget Advocacy Group (CSBAG)
Initiative for Social and Economic Rights (*ISER*)
International Institute for Rural Reconstruction (IIRR)
War Child Canada
VVOB Uganda
Street Child
Teach For Uganda
PEAS
Aga Khan Foundation

G) TRAINERS
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Winnie Mutoni
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Ronald Mpala
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H) TEST DEVELOPERS	
Ms Maureen Nampeera	National Curriculum Development Centre
Mr Francis Egadu	Retired Educationalist
Mr Richard Mutebi Kizito	Jinja Karoli Primary School
Dr Gertrude Namubiru	National Curriculum Development Centre
Kyomukama Phoebe	Retired Educationalist
Otim Nimayos	Retired Educationalist
Ms Elly Musana Wairagala	National Curriculum Development Centre

ANNEX II: ECD NET ENROLMENT RATES FOR AGES 4-5, BY DISTRICT AS ESTIMATED FROM UWEZO ASSESSMENT SURVEYS, 2020 AND 2024

DISTRICT	NER 2020 (%)	NER 2024 (%)
ALEBTONG	86.4	55.5
BUGIRI	82.3	64.4
BULIISA	45.2	48.8
BUNDIBUGYO	70.2	82.5
FORT PORTAL CITY	92.3	87.6
HOIMA	82.4	44.0
ISINGIRO	94.9	81.8
KABALE	90.0	63.8
KAMPALA	86.0	85.6
KAMULI	80.0	81.9
KAPCHORWA	88.5	71.1
KASSANDA	94.5	77.0
KITGUM	42.9	46.2
KOTIDO	11.9	27.8
KUMI	66.7	24.4
KYANKWANZI	83.3	76.0
LWENGO	98.1	86.2
MARACHA	32.8	14.5
MBALE	90.5	62.8
MBARARA	96.5	95.5
MPIGI	91.2	93.9
MUKONO	94.0	91.2
NAMISINDWA	65.2	60.8
NAMUTUMBA	80.0	51.2
OYAM	80.0	23.7
PALLISA	47.9	55.7
RUBIRIZI	76.2	93.5
TEREGO	64.3	27.0
WAKISO	89.1	91.2
ALL UGANDA (WT.)	**75.3**	**61.9**

THE VARIOUS SAMPLES

For different parts of the analysis, we use the following samples, each requiring different weights:

a. A participation sample, from 29 districts
b. A general assessment sample of children enrolled in P3 -P7, from 29 districts
c. A general assessment sample of children aged 4-16, from 29 districts
d. A local language assessment sample of children enrolled in P3-P7, from 12 districts
e. A local language assessment sample of children aged 4-16, from 12 districts
f. A sample of primary schools, from 29 districts

THE MEASURES OF SIZE

The measures of size (MOS) used for sub-regions and for districts are the projected 2024 populations aged 3-14. The necessary population projections are recent ones provided by UBOS. The 3-14 age range is the intended range for pre-primary and primary education. Children aged 15-16 are not included in the measure because they are affected by migration to attend boarding schools or training.

THE WEIGHTS FOR CHILD SAMPLES OF 29 DISTRICTS

As the 29 districts represent all the 15 statistical sub-regions of Uganda, we use sub-region weights. As most sub-regions are represented by more than one district, we also use district weights at the level of the sub-region. We do not use weights at the EA level because there are major variations of size in the EA clusters of children. The combined weights used for estimates are products of the sub-region and district weights. The computation formulae are as shown below.

$$W_{\text{sub-region}} = MOS_{\text{sub-region}} / n_{\text{sub-region}}$$

$$W_{\text{district in sub-region}} = (MOS_{\text{district}} / \sum MOS_{\text{districts in sub-region}}) \div (n_{\text{district}} / n_{\text{sub-region}})$$

$$CW_{\text{district}} = (W_{\text{sub-region}}) \times (W_{\text{district in sub-region}})$$

where: W = weight; CW = combined weight; MOS = measure of size; n = sample size.

In the cases where there is only one district representing the sub-region, $W_{\text{district in sub-region}}$ has a value of

THE WEIGHTS FOR THE SCHOOL SAMPLE

When weighting findings from the school sample, we apply only a sub-region weight, using the same MOS as for the child samples as the numerator, and the total primary enrolment (P1 to P7) of the sampled schools in the sub-region, $\sum enrol_{\text{sub-region}}$, as the denominator. This weighting, based on children rather than schools, avoids bias due to school size.

$$W_{\text{sub-region}} = MOS_{\text{sub-region}} / \sum enrol_{\text{sub-region}}$$

ANNEX IV: LIST OF DISTRICTS WITH RATES OF COMBINED COMPETENCE, P3-P7 IN DESCENDING ORDER

DISTRICT	RATE OF COMPETENCE (%)
WAKISO	61.6
MPIGI	44.4
FORT PORTAL CITY	44.2
KAMPALA	43.4
MUKONO	42.0
LWENGO	36.9
KABALE	34.3
MBARARA	33.1
MARACHA	29.6
RUBIRIZI	29.3
ISINGIRO	26.3
KOTIDO	25.5
KASSANDA	24.4
BULIISA	23.9
MBALE	22.7
HOIMA	22.6
BUGIRI	22.2
NAMISINDWA	21.4
BUNDIBUGYO	21.3
KAPCHORWA	21.2
ALEBTONG	18.7
KYANKWANZI	18.0
TEREGO	17.6
KUMI	16.9
KAMULI	16.7
KITGUM	15.9
PALLISA	11.6
OYAM	7.2
NUMUTUMBA	7.0
ALL UGANDA (WT.)	**24.7**

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